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ABSTRACT

The report presents an account of the activities and progress of the Indiana Career Resource Center in its sixth year as a source of ideas and programs for educators developing their own career education programs. It documents the services offered: (1) inservice and preservice training of classroom teachers, student teachers, counselors, administrators, and school board and community members in the concepts and involvement of a career education program; (2) editing and producing media to assist educators, including a career education specialty training directory; (3) developing contacts in the local community and becoming involved with local projects as a means of piloting ideas that could be duplicated in other settings (women's career center, career guidance institute, life planning, conference telephone use in career education) and career development workshops for the Comprehensive Employment and Training Act (CETA). An evaluation and the implications of the effectiveness of these services are given. Four-fifths of the report consists of appended material: a list of consultations, occupational information class evaluation, public relations brochure, film descriptions, career digests, CETA workshop materials, material loan list, feedback form and comments, "People in Careers" evaluation form, conference telephone evaluation forms, career guidance institute questionnaire, letters, and newspaper clippings. (Author/EC)

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INDIANA CAREER RESOURCE CENTER

Annual Report : 1974-75

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FOREWORD

This is a report of the total activities and progress of the staff of the Indiana Career Resource Center during the 1974-75 year.

Catalyst Report

The purpose of the report is primarily archival, but the data and ideas presented may serve as a catalyst for other fledgling or continuing projects of a similar nature. The reader of the report needs to be aware that the attempts reported here are those of a dedicated team with an assignment of influencing the educators of Indiana to infuse career education into the learning experiences of all youth.

Accountability

This report represents an annual communication to the Vocational Education Division of the Indiana Department of Public Instruction. It is an accounting for the services delivered in return for the expenditure of Vocational funds trusted to the project. Without this funding, and the encouragement of both Don Gentry, Director, and Jerry Keiser of the Division, this service would not have been possible. It is also necessary and highly appropriate to laud Dr. Dean Speicher, Superintendent, and Donald Kramer, Business Manager, and the Board of Trustees of the Penn-Harris-Madison School Corporation for providing their fiscal accounting and managerial support during the year. Drs. Lester Wolfson, Eldon Ruff, and Floyd Urbach of Indiana University at South Bend have been most generous of their time in support of the project and are applauded for their willingness to continue the housing of the staff and media.

Staff Thanks

Most of all I would like to publicly express a trust and belief in the creativeness, professionalism, maturity, and skillfulness exerted by the staff whose accomplishments are the bulk of this report. In my mind it seems impossible to imagine any other team that could accomplish as much with the resources provided. That staff is: Donna Bach, June Bouskill, Paul Elliott, Carolyn Foster, Jim Meuninck, Joyce Miller, Betty Morrison, Roger Penrose, Kim Powers, Paul Smith, Lorraine Wisner, and David Yates. Thanks.

Gerald Dudley

Director 1974-75

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INTRODUCTION

One has only to glance at the pages of the U. S. O. E. publication: Career Education: State of the Scene, (Nov. 1974), to realize the ever-growing acceptance of career education as a concept in American Education. Each state has been increasing its career education efforts in the belief that the youth of this nation will be better served educationally through such efforts.

Indiana Approach

Indiana has approached career education from a unique but quite realistic direction in hopes that local initiative will be more effective in delivering career education to students than will model building, validity testing and field implementation from a cloistered laboratory. During the preceeding years and through this past year the funds to support these local efforts have been provided by Vocational Education funds.

Experience Based

The initiation, development, and dissemination of ideas for educators in Indiana have primarily grown from experiences of the Elkhart and New Albany school systems, 15 mini-projects operating in scattered sites throughout Indiana, the services of the Career Center at Huntingburg and the state-wide staff development services of the Indiana Career Resource Center. A flow of documents and outcomes is emanating from these sites that have a multiplier effect on the state-wide educator involvement in career education efforts.

Growth

This report documents the activities of the Indiana Career Resource Center from July, 1974 through June, 1975. This is the sixth consecutive report of this project. In its early years, the Center served as a model for meeting the career educational needs of Northern Indiana. In these later years the service has extended throughout the state. Recognized nationally as one method for providing educators with techniques for developing their own career education efforts, the Center continues to receive a flow of idea requests from throughout the U. S. and Indiana.

PURPOSE

Documentation

Throughout this project year requests for consultant assistance have been received from educators throughout Indiana. It has been the task of this Center to design and present the kind of program that will assist those educators to be able to develop their own career education projects, units, workshops, media, etc. Whenever a request for assistance is sounded, the staff communicates with the school and develops an approach that will help those educators to meet the career development needs of youth. The major purpose of the Center is to have staff and materials available for assisting other educators with career education implementation.

This report documents the quantity of service to users as well as the perceived quality of the programs. It also presents third party reports of the usefulness of some of the local efforts to try new approaches relating the world of work to the education world.

RESULTS:

NATIONAL INVOLVEMENT:

Washington D. C.

A series of mini-conferences were held during the summer months of 1974, and Dr. Gerald Dudley was invited by the present Director of the Office of Career Education, Dr. Kenneth B. Hoyt, to represent the Center project in one of the sessions. In addition, the Mobile Unit represented Indiana projects on invitation from Dr. Hoyt.

The Indiana Career Resource Center's Mobile Training Unit, with two Career Education Consultants aboard, Kim Powers and Paul L. Smith, Jr., visited the United States Office of Education in Washington, D. C., Tuesday, August 20, through Thursday, August 22, 1974.

Many persons visited the Mobile Unit which was parked on the walkway alongside the U. S. O. E. building, and Dr. Hoyt wrote the following, as quoted from his letter of September 3, 1974:

> Obviously, since you were both here, I do not need to tell you that the Indiana Career Resource Center Mobile Van was tremendously well received here in Washington. Our records indicate that more visitors actually inspected the materials in your van than expressed specific interest in any of the other career education materials included in the U. S. O. E. display.

Dr. Hoyt goes on to say:

> I, too, was impressed with the contents of your van. The fact that, almost without exception, the materials you had on display were ones "homemade" by classroom teachers is, in my opinion, the very best illustration you could have of the career education concept. There is no doubt in my mind but that these materials will be extremely useful as "starter ideas" for other teachers throughout the State who express some interest in career education.

Ohio

In the same vein, the Center was invited to make a presentation at the National Forum on Career Education held on the campus of Ohio State University. The Center for Vocational Education sponsored the Forum, which brought together many leaders in Career Education from the 50 states.

In addition to displaying the Mobile Unit, Paul L. Smith, Jr., and James Meuninck presented a mini-workshop on March 20, 1975, entitled "Career Education Hoosier Style." Following the introductory slide/talk program, the two consultants involved participants in abbreviated elements of an in-service training model that used locally-developed procedures and media.

Kansas City

As a member of a team from IUSB, Dr. Dudley was present at an invitational conference introducing career education to higher education audiences. The May conference provided the impetus for the development of a proposal for Career Education funding for the Indiana University system.

Washington D. C.

Dr. Dudley represented career education projects in general as a reader of career education proposals during June. The first funding for career education was to be distributed on the basis of reader judgments.

Blacksburg, Virginia

On the basis of earlier activities, Dr. Dudley and Dr. Ruff served as consultants to assist VPI and SU with an evaluation model for their funded project to develop a career education curriculum for junior high students in Virginia. When completed and field tested, the curriculum will be implemented in all schools in Virginia.

SERVICES OF THE CENTER

In-service and pre-service training of classroom teachers, student teachers, counselors, administrators, school board and community members in the concepts and involvement of a career education program.

Involvement

One particular focus of the Center's staff in presenting an overview of career education concepts and implementation ideas is to place special attention on the worth of the educator's ideas. The encouragement of innovative and creative thoughts by the educator helps to increase their commitment toward career education.

The initial invitation for the overview program is accomplished with the inviting school or school system providing the facilities and a time commitment for those people participating. This time commitment may be before, during, or after the normal school day (on several occasions the presentations were scheduled for Saturday for the convenience of the participants).

Program: Feedback

Of the several presentation formats used for the in-service and pre-service, the ones that have been described as "most helpful" by educators have been the following:

a. Those presentations in which the educator has been asked to take an active part.
b. Those presentations in which informative talk and slide presentations have been used. Especially those that have reviewed and presented some implementation ideas.
c. Films, both those produced by the Center and those purchased for loan and used by educators, are helpful in clarifying philosophical goals and objectives that relate to the career education concept.
d. Transparency presentations which are used to assist the educators with graphic demonstrations of such

things as administration responsibilities and communication lines for initiating a demonstration project dealing with career education.

All the above presentation stretegies are aimed at eliciting the optimum creative effect on classroom teachers and any other educators, or community members, who deal with the child.

Programs

The in-service programs are focused upon the expressed needs shared by a school or a community. If, for instance, the planners of the visitation feel that exploration in curriculum development is most important for their understanding of career development, then that aspect is given priority. On the other hand, if the presentation suggests special needs such as implementing career guidance for children with special needs, the staff has drawn upon the expertise of such outside resources as the consultants at the Northern Regional Service Center. The Center has tried to keep the program offerings flexible and versatile enough to cover the wide range of needs among Indiana educators.

Approaches

The first contact is usually a multi-media, talk-through type of presentation to achieve a level of awareness of career education. The Center staff has observed that through working together, the ideas, goals, and objectives become more clear to the participants. In the past year 344 such meetings have taken place, with 6690 persons in attendance. (Appendix A)

The next step in the implementation process is up to the educators. It becomes their job to attempt to dove-tail career related activities into their counseling and classroom areas. Fortified with the information and consultation services of the Indiana Career Resource Center, it is expected that some pilot projects will be started. The Center often assists during this critical beginning stage and has sometimes been called on to help design evaluation procedures for program effectiveness. It is expected that by implementing such pilot

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projects and demonstrating their effectiveness to other teachers, the process will have a pyramiding effect on the use of career related programs in the school.

Still another approach of the Center staff in encouraging activity in the direction of implementation of career education is to respond to the request of people in society. The Center staff on a number of occasions has drawn from the enthusiasm and resources of the community. By offering a program designed to inform community members about the need for career education, it is anticipated that they will be more supportive of such programs in the school curriculum. Part of the development of the initial presentation to educators encourages them to use the existing resources of the neighborhood. Special attention is drawn to the service and manufacturing areas of the community.

Pre-Service

Equally important for informing and preparing teachers in the understanding of career education methodology are the pre-service workshops.

Many requests received for the Center's services have been from universities and colleges in Indiana and elsewhere. Workshops for teachers in training have taken similar directions in that they have included the philosophy, methodology, and implementation of career education models. Equipped with such information, students have utilized some of the teaching strategies suggested by the workshops during their student teaching experience. This has not only helped to enhance their efforts, but it has helped to generate additional interest in the supervising teachers. The supervising teachers in turn have asked for more information concerning methods and materials about career education.

___35___ Pre-service workshops have been held at the following campuses: Indiana University at South Bend; Indiana University-Purdue University campuses in Fort Wayne, Indianapolis and Hammond; Indiana University at Bloomington; Saint Joseph College, Calumet, Indiana; Saint Francis College, Fort

Wayne; Butler University, Indianapolis; Andrews University, Berrien Springs, Michigan; and others.

To augment efforts at the university level, the staff at the Career Center has team taught a Fall 1974-75 graduate level Occupational Information class at Indiana University at South Bend. Through a particular learning program, specifically designed for students enrolled in the class, special attention was given to the design and implementation procedures. It was expected that a practical application would be helpful in the understanding of the component parts of the implementation process. (Evaluation shown in Appendix B.)

It was this model that was used in the Center's work with the Elkhart Career Education Project. Once more, the main emphasis of the in-service approach was a practical involvement of the participating educators in a career related classroom experience. As part of the staff's consulting function for the project, the teachers were asked to set definitive goals and objectives and plan for a workable scheme of implementation of career projects.

The Center edits and produces media to assist Indiana Educators in their career education efforts. While many of the media are communicative in nature, others were developed specifically to be used in staff development programs.

Not only has the Center staff presented programs for the benefit of immediate audiences, but the writing, scripting, and production of a variety of media have been utilized to communicate career education ideas throughout the state and nation.

Awareness

The Center's brochure, Implementing Career Education, was distributed to 310 school superintendents in October and again in March to 1500 principals and administrators.

The brochure has been the catalyst of hundreds of in-service presentations. The tear-off request for service mailer provides an effective and inexpensive communicative link between the Center and Indiana educators. (Appendix C)

Community Assistance

The Center has helped other public service organizations to produce their own media presentations. These organizations include Northern Regional Service Center, American Lung Association, and the Advisory Council of Vocational Education.

A multi-screen slide program produced here at the Center was used by the Northern Regional Service Center as a model to be duplicated by other states at a National Workshop in New Orleans, La.

Nick-O-Teen and Super Breath, an animated health message for youngsters concerning the dangers of smoking, was scripted, narrated and cut by the Center staff for the American Lung Association.

Currently, the Center is doing the photography for the Advisory Council of Vocational Education's annual report.

Films

Three 16 mm color films have been produced by the Center.

A Total Community Approach to Career Education is a 12 minute film dealing with the organization and function of the I.C.R.C.

Dawn to Dusk I and Dawn to Dusk II are two 18 minute films used as an integral part of the Center's in-service training program.

Appendix D contains a description of the films, as well as user information.

Bibliography

Resources for Career Development, the Center's multi-media bibliography, was distributed to educators throughout the state. Half-way through the year a supplemental insert of new offerings was made available. Yet, the popularity of the Bibliography made it necessary to go to a second printing. This revised addition includes much more, but is still available, at no cost, to Indiana educators. To other educators outside the state, a recovery tariff of $4.00 is assessed.

Newsletter

The Center's newsletter, The Career Digest, expanded its content and became a quarterly publication in 1975.

In addition to providing information as to what is happening in Indiana schools, this year's Digest explored the opinions and experiences of local, state, and national leaders in the career education movement. Special attention was give measurement and evaluation, Business/Community involvement, women, special education, and the disadvantaged.

Regular features annotated new career related media and delineated Center services. Still available at no cost to educators, the Digest's mailing list expanded to 3300. Copies of the Digest are included as Appendix E.

Multi-Media Programs

Several slide/sound programs have been produced for use by the Center staff. Kaleidoscope, Career Education Hoosier Style, Understanding Career Education, and Indiana Happenings are used in various phases of the Center's pre-service/in-service training programs. The programs stimulate ideas through vicarious experiences and are used as tools to involve educators in developing their own career education units and experiences.

SPECIALTY TRAINING DIRECTORY

The general public is increasingly calling upon the American educational system to equip students with skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

Educational Decision Making

For some individuals these skills can be obtained in the secondary school, but many others choose career areas that require training beyond the secondary school level. These individuals are then faced with an educational decision.

Educational Information

To make a wise post-secondary educational decision requires sound information. In the past, those individuals who chose career areas that required a four-year baccalaureate degree have been fortunate, for there have existed many readily available information sources. The same has not always been true for those who chose vocational-technical career areas.

Local Need for Information

Surveying of counselors, teachers, students and parents in the local area indicated a need for information on the availability and kind of vocational training opportunities in the local community.

Description of Vocational-Technical Programs

With assistance from the Women's American ORT Chapter-At-Large the Indiana Career Resource Center developed and published such a directory. The Directory of Specialty Training Opportunities in the South Bend-Mishawaka Area contains a listing and description of over eighty-five local vocational-technical training programs. Programs are grouped in categories:

allied health; apprenticeship; beauty and grooming; business; graphics and media; mechanical and technical; transportation; and miscellaneous. Included in the information on each program are training description, admission requirements, length, cost, placement services, refund policy, financial aid, accreditation, etc.

Dissemination

This directory has been distributed to local schools, agencies, businesses and industries, in an attempt to meet the need for information on local vocational training opportunities.

The Center staff members have developed contacts in the local community and have become involved with local projects as a means of piloting ideas that could be duplicated in other settings.

Whenever a training staff suggests a method of operation for others it would be worthwhile if that staff had tested the idea in a similar setting as a basis of determining suitability. This has been the philosophy of the Center from its inception, and the past year has seen staff members becoming involved throughout the South Bend area in projects to increase the effectiveness of career education through exemplary community projects.

WOMEN'S CAREER CENTER

Girls and Women

Throughout its existence the Career Resource Center has primarily focused its services on educators, but the Center has also provided assistance to other community groups. Included among those groups are the girls and women of the local community.

Involvement with Women

Though the Center has and continues to conduct individual workshops and seminars with the YWCA, Horizon Girls and other such groups, the Center's initial organized involvement with this population came as a part of its observance of the 1973 National Career Guidance Week.

Occupational Task Force

One of the reasons for assembling a community-represented group during that week was to assess local interest in the development of a Task Force on the Occupational Status of Girls and Women in the South Bend-Mishawaka area. A strong interest was expressed in pursuing the development of such a Task Force. A larger group of individuals met in early 1974 to develop and prioritize Task Force goals.

Need for a Center

From this meeting emerged a primary goal --- to determine the local base of support for the initiation of a women's career center in the community. By various methods the Task Force began to search the community for such information. Feedback reinforced the perceived need for this kind of a center.

Establishment of a Center

After much planning the Women's Career Center opened in the fall of 1974 with the objective of helping women with their career challenges.

Center's involvement

From the onset the Career Resource Center and its staff have been closely associated and involved with the Women's Career Center and its forerunner, the Task Force on the Occupational Status of Girls and Women in the South Bend-Mishawaka area. In addition to providing a physical meeting place for many of the Women's Career Center functions, the Career Resource Center also has supplied consultive services to this group. Career Resource Center staff members were involved in the planning of the Task Force and the conducting of a women's symposium, and in the planning and establishment of the Women's Career Center itself. The staff was and continues to be involved with the in-servicing of the Women's Career Center counselors and intake workers.

"A Total Community Approach"

As the Women's Center moves beyond its initial months of operation, the Career Resource Center continues to support, encourage, and work closely with this vital component of "a total community approach to career education."

CAREER GUIDANCE INSTITUTE

Visits to Business and Industry

For a third year the Center has been involved with another community-based project, the Career Guidance Institute. This educator-community interaction concept which is operationalized by NABS is functioning in the South Bend area. Teachers, counselors, administrators, school board members and students are provided with an opportunity to visit business and industry settings and perceive a first-hand understanding of workers in their environment.

Educators' Need for local employment information

The institute is based on the premise that if today's educators are to give students knowledgeable employment information and are to ascertain manpower needs of the community, they must be in direct contact with the business and industry people on present job conditions and job requirements and opportunities. The Career Guidance Institute has addressed itself to this need.

Institute Outcomes

Staff from the Career Resource Center have been involved with design and conduct of all phases of the institute from the beginning year.

Communication

Although it is difficult to measure the success of a project of this nature, communication has continued between businessmen and educators, and implementation plans have been made by the participants for improving career guidance in their educational settings.

LIFE PLANNING

Interaction and Understanding of Self

To assist in providing opportunities for persons to interact and better understand themselves in relation to the roles each seeks in society, life planning sessions are conducted by members of the Center's staff. These life planning sessions are available to small groups or individuals interested in creating self-opportunities. Examples of groups that have participated in such sessions include church groups, university groups, YWCA teen women, drug treatment programs, etc.

Cooperation with Community Groups

The Center also actively searches for and participates with such community groups as the Hansel Center/Urban League, South Bend, Indiana; local church youth and adult groups; vocational rehabilitation staff; and the YWCA COG program. Each staff member also is available, as time permits, to assist IUSB in vocational counseling of University students.

CONFERENCE TELEPHONE USE IN CAREER EDUCATION

One goal of the Center is seeking ways to assist classroom teachers in bringing together community resource persons and students. The use of the portable conference telephone is one of these ways.

Purpose

In order to infuse career education concepts into the school curriculum there is a need for direct contact between people in the world of work and students either in or out of the school classroom. Often resource persons can not leave their places of work to visit the schools or the teacher can not take his or her students to the job sites. For this reason the portable conference tlelphone can be used to facilitate this bringing the community resource person and students together.

Students, using the conference telephone, consisting of a portable amplified telephone and two microphones, can investigate the world of work without leaving the classroom. Thus, the conference telephone is another method to involve students in people to people contact so necessary in the implementation of career education.

The Career Resource Center's staff, realizing the potential of this portable conference telephone, investigated sources in the South Bend-Mishawaka community who would:

1. either foot the total small fee for the installation of a conference telephone in a local school classroom, or,
2. assist the school authorities in partial payment for installation and operating costs.

Chambers of Commerce and/or local service clubs have assisted schools on several occasions. One such occasion was

Washington High School in South Bend, Indiana. This past year several classes at the school made use of a conference telephone that allowed for conversations between students in the classes and pre-arranged talks with resource personnel. The costs for the entire year were met by the South Bend Chamber of Commerce.

Directory

The "People In Careers," a directory of local resource persons, prepared and published by the Career Resource Center with the assistance of local service organizations such as the Kiwanis Clubs and the Urban League of South Bend, is used as the telephone book in some cases. These persons listed in the directory and categorized under Holland's six personality classifications, are called by the teacher prior to a particular day and asked to speak to the students about the person's career.

The use of the conference telephone is often the one way students can learn about the world of work when it is not feasible to interview those persons from the community face to face.

CETA CAREER DEVELOPMENT WORKSHOPS

Background

The Consultant staff of the Indiana Career Resource Center conducted a series of twelve career development, career intervention skills workshops for South Bend Manpower Planning personnel. The workshops conducted, during a six month contractual period from January through June, 1975, were for CETA (Comprehensive Employment and Training Act) administrators, counselors, outreach workers, Urban League training personnel and Summer Youth Program coordinators and supervisors. The purpose of the workshop series was to up-grade CETA staff members' career development and intervention skills and to better understand their own as well as others' CETA job functions.

Purpose

The workshops involved participants in an overview of Career Education; a knowledge of the resources and materials available from the Center, and their application; insights into human relations, group processes, and interviewing techniques; and evaluation, testing and assessment instruments.

The Summer Youth Program personnel had the opportunity to share problems unique to employment of area youth for summer work. The areas of concern were attendance kick-back prevention, hiring and firing of employees, and coordinator, supervisor, employee relationships; etc. The Career Center's staff spent some on-the-job site time with CETA personnel to better appreciate and understand, through first hand observation, both CETA personnel and client needs.

Following are some observations by the Career Resource Center's staff:

1. The CETA personnel seem to have been selected with a criterion of "interest in helping others." The groups displayed this concern immediately and focused on ways they could self-improve.

2. There appears to be a feeling of isolation among staff members and the workshops served a function of allowing for a sharing of ideas.
3. There was an expression of the need to establish better lines of communication to share job functions.
4. A need was expressed to better identify particular job functions and understand problems related to or unique to each.
5. The CETA staff needs to have feed-back from employers concerning client successes or failures in interviews and on-the-job work experiences.
6. There is a need for continued in-service exposure to resources and materials, re-evaluation of techniques, and time for self up-grading in employment possibilities and alternatives.

See Appendix F for CETA staff evaluations of the workshop series.

The total Center staff functioned in the cataloguing, inventorying and distribution of a collection of multi-media career influencing materials. These materials were made available to Indiana educators at no charge.

In addition to being a collection and display center for career education materials, both commercial and locally developed, the Center lends the materials on a short term basis to Indiana educators. This past year items were mailed or delivered to educators on 380 occasions. The total number of separate items loaned to users during the period of the report was 1850. From this effort it would appear that average utilization was offered twice each working day and that those individuals each were provided between 4 & 5 pieces for their use in career education efforts. Appendix G details this service.

EVALUATION OF SERVICES

Five Analyses

Over the duration of the project, data were gathered and analyzed in relation to Center effectiveness. Five separate evaluations were made that related to the activities of the staff.

Workshops

1. Those in attendance at in-service and pre-service sessions have provided their reactions to the value of the workshops by responding to a structured rating scale.

People Directory rated

2. A telephone survey was made to a random sample of 75 "people resources" listed in the People In Careers directory published in the local area by the Center staff. The survey requested perceived use and satisfaction with school requests for worker information.

3. A team of graduate students at IUSB researched the effectiveness of the People In Careers directory by gaining responses from educators known to have received copies of the directory.

Conference Telephone Use Evaluated

4. Another IUSB graduate student evaluated the use of conference telephones in local high schools and junior high schools as a means of bringing the career field trip to the school classroom. Queries were made of both students and educators.

CGI Evaluated

5. Another IUSB graduate student team evaluated the effectiveness of a year long Career Guidance Institute as a means of changing teacher and counselor behavior. The behaviors evaluated were affective and cognitive areas related to career awareness and educational relatedness of community involvement.

IN-SERVICE WORKSHOPS

Whenever staff members present a workshop the opportunity is given for respondents to give feedback to the sessions. The following chart provides an overview of the manner in which the sample of over 1200 respondents reacted to the workshop sessions.

Questions	NR*	Low	Average		High	
		1 & 2	3	4	5	6
1. I understood in advance what the presentation was to be about.	1	29**	14	17	18	22
2. The program was presented within the announced time boundaries.	1	3	3	5	24	63
3. The physical facilities for the program were adequate.	1	5	6	16	32	40
4. The presenters' presentations were:	2	2	4	16	35	41
5. The program seemed to fit my particular needs with regard to career education.	3	11	16	27	26	18
6. Opportunities were given to explore the concepts of career education and to define their implications for our local situation.	5	10	13	25	28	20
7. I have new plans for including career development activities in my future work with youth (adults).	4	8	14	26	27	21
8. I would appreciate further involvement with the services of the Indiana Career Resource Center.	4	7	10	20	25	33
9. I personally would like some input into further discussions or planning of career programs for our schools and community.	5	10	13	20	24	28

* No response

** Indicates percent(%) of total responses for each scale rating

A copy of the feedback form is included in Appendix H .

PEOPLE RESOURCE RESPONSES

Directory Resources Surveyed

The People In Careers directory was distributed in nearly 2000 copies to teachers and counselors in the local area. Over 325 persons had consented to having their names appear in the source and had expressed a willingness to provide first-hand information about their career, if called. A telephone survey was conducted to gather data about these "people resources." The following findings resulted:

1. At the time of the survey 66% of the sample was still available, even though nearly two years had passed since they gave permission to be included.
2. Of the people surveyed 73% remembered that their names were included in the directory, 27% did not.
3. 34% of those surveyed had been contacted for information and there had been an average of two contacts each.
4. When asked whether they enjoyed the contact from students, they all said yes (100%).
5. 97% of those surveyed expressed a willingness to be included in such a directory, if it were developed again.

PEOPLE IN CAREERS DIRECTORY USE

Directory Users Queried

As a result of the distribution of People In Careers directories in the local area there was an expectation that educators would report a change in their use of the "people resources" of the community. A listing of the schools in which many of the directories were distributed was given to Barbara Linhart and Sheryl Milner so they could conduct a followup. They hypothesized (1) changes in school use of resource people, (2) changes in field trip utilization, (3) changes in telephone contact with resource persons, (4) changes in the ease of locating relevant community resource people.

Of the 200 names supplied to the researchers only 72 (primarily administrators and counselors) gave responses. Many of these persons had not used the directory and those that had indicated their use of people resources had not changed as a result of having this directory. This was true whether the contacts were in the school, on a field trip, or by telephone. One significant result indicated the respondents were seldom hindered in using community resource people prior to getting the directory and were occasionally aided in their use after receiving the document.

Those using the directory indicated a positive attitude toward both the organization and comprehensiveness of its content.

A copy of the questionnaires is shown in Appendix J.

CONFERENCE TELEPHONE USE

Phone Use Studied

The South Bend Mishawaka Area Chamber of Commerce provided the funding to install and pay monthly charges for conference telephones in four schools. Two were placed in high schools and two in junior highs for the purpose of making school-community contacts more relevant. Susan Cain, a graduate education student, was given the opportunity to develop instruments and evaluate the project effectiveness.

Her results are disappointing in that the high schools could show no evidence of using the technique, while the junior high schools made sporadic use of it. The sample completing end-of-year and progress questionnaires was too small to make valid judgments about utility of the approach.

A copy of the questionnaire is included as Appendix K.

CAREER GUIDANCE INSTITUTE

CGI Evaluated

Funded by NABS and sponsored by area educational institutions, the CGI is an attempt to utilize the community of workers as a learning opportunity for educators. By observing the variety of job environments and worker attitudes present in the community, educators should be able to relate this information to their students to assist with their career preparation.

The Center has accepted a sponsor role in the project and asked a graduate student team to prepare the instrumentation and conduct a pre-post evaluation of growth of the participants over a school year. Growth was assessed in the categories of (1) communications and career awareness, (2) job requirements and opportunities, (3) job conditions and compensations and, (4) career data.

The following results were written by the research team:

Summary Of The Results

Results from the 1974-75 Career Guidance Institute indicate that there was a significant change in responses to seventy-nine of the one hundred twenty-seven tiems. In the area of Communications and Career Awareness, there was significant change on six of the twelve items. Thirty-one of the thirty-two items showed significant change in the Job Requirements and Opportunities area. Thirty-eight of the forty-four Job Conditions and Compensations items showed significant change. The least change was reported in the area of Career Data where there was significant change on only four of the forty-one items.

Results from the 1972, 1973, and 1974 Career Guidance Institute were tabulated and measured at .05 level of significance. These results indicate that there was a significant change in responses to eighty-one of the one hundred twenty-seven items. In the area of Communications and Career Awareness, there was significant change on eight of the twelve items. Significant change was observed on thirty of the thirty-two Job Requirements and Opportunities items. A significant change was also observed on thirty-eight of the forty-four Job Conditions and Compensations items. Again, the least change was reported in the area of Career Data where there was significant change on only five of the forty-four items.

Restatement of Objectives and Conclusions with Respect to Stated Objectives

The Institute is organized to increase the participants' awareness and knowledge of various aspects of the world of work. These include job opportunities, conditions, and requirements. Guidance counselors, administrators, and teachers who participate are expected to be able to help students develop career awareness based on current occupational information. It is also an expectation of the Institute that participating business and industrial leaders develop an awareness of the need for a more comprehensive career guidance program.

Our findings show that the participants felt that there had been significant change in their awareness.

However, responses to factual information questions show a significant change on only four of the forty items.

Participants are expected to derive new knowledge through their direct involvement with the industrial community. This knowledge includes the training necessary for different job classifications and company advancement policies. Labor-management policies will be studied and participants are expected to display an ability to evaluate the attitudes of employees, one of which is the way an employee views his job.

Our findings indicate that there was no growth in the area of knowledge. Thirty-five out of the forty items tested showed no significant growth.

It is also assumed that participants will develop a working knowledge of methods to employ in communicating with disadvantaged children. In addition, they will acquire techniques for motivating disadvantaged children.

No significant growth in this area.

The Career Guidance Institute objectives state that participants must be able to identify problems of the disadvantaged in terms of job entry and on-the-job experiences.

Thirty-one of the forty-four items showed significant growth.

No significant growth shown in understanding by the professional It is assumed that they already had the understanding.

It is also an objective of the Institute that participants be able to identify problems the disadvantaged have in the transition from a school environment to a work environment.

Significant change indicated.

The Career Guidance Institute believes that the participating educators should be able to use the experiences of previous participants to devise their own plan for implementing career guidance programs at the local level.

The significant growth in this area indicates that educators should be able to implement programs at the local level.

This chapter reviews the problem of the study, the findings of pertinent literature, and the methodology followed. The findings of the investigation are summarized, conclusions drawn from those findings, and some recommendations for further study are offered.

From our study, we feel that the Career Guidance Institute should address itself to projecting the future of changing careers. Our data on the knowledge questions show that the knowledge of the participants did not change from the beginning of the Institute to the end. However, there was a slight growth but they were still wrong.

On the factual questions, there was a definite attitudenal change instead of factual change. There was a measured growth from the beginning of the Institute to the end. Even though they still did not come up to the expected growth, they did change their attitudes toward the Institute. As a group, we feel that more factual information should be given to the participants.

Our further suggestions regarding the Institute are the following:

1. We feel that the Institute needs to spend more time with the participants in giving them more factual information.

2. We feel that the Institute should have more set meetings with the participants before and after visiting the various businesses and industries.

3. The businesses and industries that were visited by the participants should have a handbook available for the participants regarding Job Opportunities, Job Qualifications and Requirements.

4. As a group, we feel in the category of Career Data, that semiskilled workers should be left out. Through our studies and research, we found that semiskilled workers overlapped in many of the other career work forces breakdown.

5. Further groups doing research in this area should be required to go with the participants to visit the various businesses and industries to see what is actually going on.

The Analysis Of The Hypotheses

Re-statement of Hypotheses

1. a. There will be no significant differences in the mean Communications and Career Awareness items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Communications and Career Awareness items of the Career Guidance Institute Assessment.

2. a. There will be no significant differences in the mean Job Requirements and Opportunities items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Job Requirements and Opportunities items of the Career Guidance Institute Assessment.

3. a. There will be no significant differences in the mean Job Requirements and Compensations items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Job Requirements and Compensations items of the Career Guidance Institute Assessment.

4. a. There will be no significant differences in the mean Career Data items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post means within the Career Data items of the Career Guidance Institute Assessment.

The Result of the Test of Hypothesis 1a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is less than 4.08. Therefore the hypothesis is not rejected.

The result of the Test is Hypothesis 1b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 2a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is greater than 4.08. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 2b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 3a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is greater than 4.08. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 3b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 4a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is less then 4.08. Therefore the hypothesis is not rejected.

The Result of the Test of Hypothesis 4b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is less than 2.76. Therefore the hypothesis is not rejected.

NOTE: Section V of this report, Pretest Post Test Analysis, was submitted under the title "Study of the Effectiveness of the Michiana 1974-75 Career Guidance Institute" at South Bend, Indiana, by: Florence B. Clark, Deanna Harreld, Karen Kowals, Barbara McGill, John Ostrowski, and Carole Ulmer in Fulfillment of the Requirements for P503, Introduction to Research, under the direction of Dr. Gerald Dudley, May 1975.

A copy of the questionnaire used in this evaluation is included as Appendix L.

SUMMARY AND IMPLICATIONS

The Indiana Career Resource Center has recorded its sixth year of operations during a period when career education has received a national boost and the Indiana demand for assistance has increased as greatly. The opportunity to meet the requests for workshops and materials has come at a time when staff reduction was necessitated by economic conditions. The challenge has professionally been met and we look forward to a seventh year of operation and a plan to update and re-mix our services.

Throughout the year of contact with Indiana educators two philosophical platforms have evidenced themselves again and again. These ideas are basic to the operation of the Center and seem to reflect the characteristics of the persons we serve. Because they are believed to be so necessary, future plans of operation of the Center will be tested against them.

The first principle is: Before a person suggests a new method, technique, or idea to another, that person should have tried it himself. Familiarity breeds confidence and acceptance. This report contains the results of evaluations of local efforts that have been mounted to test an idea before suggesting its duplication elsewhere. Some of the efforts have been successful, others have a need for retooling. The realism of the consultation each member of the Center staff provides is a result of experiential preparation. That same suggestion goes to each educator we encounter. To be successful with the youth they serve it is necessary that they plan, they practice, and they provide student involvement.

The second tenet that occurs as a result of a careful glance into the activities of the past year is one that also serves as a foundation to Center operations. It is: An idea will be accepted and used by a person only if that person had some involvement in the initiation of the idea. It appears the reason so many projects are weakened or fail is that the project developers impose their products or results on the users without allowing the user to help in the development. Because of its nature, the concept of career education will find implementation easiest where the generation of materials and programs is the responsibility of the teachers and counselors rather than an "outside" institution.

Ownership appears to be a key word that also guides the Center activities. The best assistance we can give to educators is to provide a framework for them to generate ideas and a support for them to develop and practice them with youth. The cooperative preparation for career education programs among a school staff advances the program further and faster than does an adoption of a set of someone else's publications.

One of the most significant results of this year has been the opportunity to be a part of national efforts to shape the future of career education. A look at daily mail brings requests for assistance from outside Indiana's borders. Many have had to be turned away with a fraction of what was requested, but some could be met by direct response. It is expected that similar requests will be forthcoming in the new year and the staff will try to meet at least two each quarter of the calendar that require consultation away from Indiana.

If our process evaluations are calculated properly it appears we have met a tripled demand for the use of the lending library of materials when compared with previous years. If this demand increases two events will probably occur: A need for replacing and duplicating the materials will occur and, even more staff time will have to be devoted to inventorying, scheduling, packaging, and receiving materials. The reason behind a library of this type is that the materials are available in a usable collection so that classroom trial can occur in preparation for purchase. We would hope more individual schools would purchase the materials they find useful, rather than continue to request it from the Center. That practice will be encouraged even more in the next year.

Evaluations have also documented a 26% increase in the number of workshops presented as well as a 23% increase in number of participants over the previous year.

It will be difficult to meet this increasing demand unless the consultant staff is increased by at least one person. The demand will be even greater during the next year because three projects have been funded from Career Education funds. The proposals of two of these projects have included the Center staff to help carry them out. This could require the addition of two rather than one member on the consultant staff.

Because so many activities are occuring throughout Indiana this next year, the Career Digest will attempt to communicate them. The nature of the newsletter will change, therefore, to one that highlights the variety of growth that occurs in career education attempts at all school levels in Indiana.

Because of Center location in an urban area, there will also be a continuation of involvement with elements of the community. These experiences will be recorded so that other areas of the state can gain the advantage of this model.

The challenge to be of benefit to Indiana's career education movement will be met by the Center staff.

APPENDIX A

LIST OF CONSULTATIONS

PRESENTATIONS AND OTHER ACTIVITIES OF THE STAFF

Date	Group	City	County	No.
July, 1974				
1,2	G. E. Summer Institute	Bloomington	Monroe	40
2	Urey Middle School	Walkerton	St. Joseph	40
8	Counselee	ICRC	St. Joseph	1
9	IUSB Social Studies Method Class	ICRC	St. Joseph	26
10	Urey Middle School	Walkerton	St. Joseph	40
10	Research Consultation	ICRC	St. Joseph	3
11	I & M Group	ICRC	St. Joseph	16
12	Roosevelt School	ICRC	"	40
12	Kokomo Workshop	Kokomo	Howard	14
16	IUSB Social Studies Method Class	ICRC	St. Joseph	24
17	Joyce McFadden, Crown Point School	ICRC	"	1
15	IUSB Media Class	IUSB	"	20
17	South Side High School	Muncie	Delaware	17
18	Purdue University	West Lafayette	Tippecanoe	25
18	Consultation with State Manpower Person	ICRC	St. Joseph	1
18	PPS Committee	Indianapolis	Marion	0
23	Counselee	ICRC	St. Joseph	1
24	West Noble High School	Ligonier	Noble	40
26	IUSB Class (Dr. Urbach)	IUSB	St. Joseph	20
26	Life Plan Session with IUSB Special Services	IUSB	St. Joseph	25
26	Andrews University	Berrien Springs, Mi.	St. Joseph	8
29	Counselee	ICRC	St. Joseph	1
29	Counselee	ICRC	"	1
30	Counselee	ICRC	"	1
August				
1	ELCEP Planning Meeting	ICRC	"	2
1	Counselee	ICRC	"	1
5	Counselee	ICRC	"	1
5	Lowell Central School	Lowell	Lake	40
5	Consultation with Lawrence Central Educators	Indianapolis	Marion	12
7	Counselee	ICRC	St. Joseph	1
13	Migrant Career Workshop	Converse	Miami	6

Date	Group	City	County	No.
14	IPGA Program Planning	Michigan City	Laporte	12
15	Logan Center Visitation	ICRC	St. Joseph	1
16	Counselee	ICRC	"	1
19-22	U.S.O.E.	Washington, D. C.		
22	Fort Wayne Visitation	ICRC	St. Joseph	2
26	Counselor In-Service	Michigan City	Laporte	4
27	Warren Central School	Indianapolis	Marion	20
27	Urey Middle School Workshop	Walkerton	St. Joseph	60
28	G543 Class	IUSB	St. Joseph	19
Sept.				
3	ELCEP Planning Session	Elkhart	Elkhart	8
3	Michigan Visitor	ICRC	St. Joseph	1
4	Counselee	ICRC	"	1
4	G543 Class	IUSB	"	19
4	Consult with IUSB Spec. Services Director	IUSB	"	1
4	Mishawaka High School	Mishawaka	"	4
5	Women's Career Center In-Service Workshop	YWCA	St. Joseph	5
6	Dr. Yutzy	IUSB	"	1
6	Counselee	ICRC	"	1
9	Counselee	"	"	1
9	Consult with Eggleston IMC Director	"	"	1
10	Dr. Yutzy	IUSB	"	1
10	Mishawaka High School	Mishawaka	"	72
10	Consult with IUSB Special Services Director	ICRC	"	1
11	Counselee	ICRC	"	1
11	Consult with So. Regional Staff	ICRC	"	7
11	Counselor In-Service	Michigan City	Laporte	26
11	G543 Class	IUSB	St. Joseph	19
12	Eggleston In-Service	South Bend	St. Joseph	16
12	Counselee	ICRC	"	1
12	Women's Career Center In-Service	YWCA	"	40
13	REAL Service Meeting	ICRC	"	6
16	Goshen College - VISION	ICRC	"	1

Date	Group	City	County	No.
17	South Bend School	South Bend	St. Joseph	16
17	Michigan City Elementary Schools Workshop	Michigan City	Laporte	40
17	REAL Service Meeting	South Bend	St. Joseph	3
18	G543 Class	IUSB	"	19
18	Older Adult Planning Meeting	IUSB	"	20
19	Presentation Kiwanis Meeting	South Bend	"	22
19	NICIPGA Meeting	Elkhart	Elkhart	40
19	North Manchester Meeting	South Bend	St. Joseph	6
20	Bishop Dwygener In-Service Session	Fort Wayne	Allen	60
20	Urban League	ICRC	St. Joseph	2
23	Central Elementary School In-Service	Michigan City	Laporte	2
23	Chamber of Commerce	South Bend	St. Joseph	15
24	South Bend Schools	South Bend	"	20
24	Consultation with Urban League Representatives	South Bend	"	4
24	Young School	Mishawaka	"	35
24	ELCEP In-Service Session	Elkhart	Elkhart	24
24	Consultation with students on Women's Project	ICRC	St. Joseph	4
24	P503 Class	ICRC	"	6
24	IUSB (Ed Morton's Class)	IUSB	"	4
25	IUSB (Dr. Yutzy's Class)	IUSB	"	30
25	G543 Class	IUSB	"	19
25	Manpower Council	South Bend	"	0
25	St. Mary's Consultation with Director of Career Planning Placement	IUSB	"	1
26	Women's Career Center In-Service	YWCA	"	28
27	Consultation with CETA Staff			2
27	CGI Planning Session	SBCSC	"	1
27	Counselee	ICRC	"	1
30	ELCEP Planning Meeting	Elkhart	Elkhart	4
30	Counselor In-Service	Michigan City	Laporte	29
30	Angola High School Counselor	ICRC	St. Joseph	1
30	Washington High School	South Bend	"	30

Date	Group	City	County	No.
October				
1	Goshen College	ICRC	St. Joseph	6
1	Consultation on CGI	ICRC	"	6
1	G543 Class	IUSB	"	19
2	Butler Univeristy	Indianapolis	Marion	14
2	G543 Class	IUSB	"	19
3	Indiana Assoc. of Jr. High Principals	Indianapolis	Marion	41
3	PPS Committee	Indianapolis,	Marion	22
3	Regional ICT Career Day	Tri State College	Stueben	22
3	Washington High School	South Bend	St. Joseph	8
3	Women's Career Center In-Service	ICRC	"	25
3	Lowell Central School	Lowell	Lake	16
4	Consult with Young School	Mishawaka	St. Joseph	4
4	Washington High School	South Bend	"	4
5	Women's Career Ctr. In-Service	South Bend	"	4
8	Purdue	W. Lafayette	Tippecanoe	50
8	IUSB Group Dynamic's Class	ICRC	St. Joseph	16
8	P503 Class Members	ICRC	"	6
9	Student Teaching Seminar	ICRC	"	30
9	IUSB Group Dynamic Class	ICRC	"	14
9	G543 Class	IUSB	"	19
9	Counselee	ICRC	"	1
10	ELCEP Superintendent's Dinner	Elkhart	Elkhart	23
10	Plymouth Presentation	Plymouth	Marshall	20
11	Counselee	ICRC	St. Joseph	1
11	IUSB LRC Advisory Board Meeting	IUSB	"	1
14	Munster Presentation	Munster	Lake	30
14	Consultation on CGI	ICRC	St. Joseph	4
14	Counselor In-Service	Michigan City	Laporte	29
14	Consultation with IUSB Division Staff	ICRC	St. Joseph	0
15	Grimmer Middle School Workshop	St. John's	Lake	24
15	School for the Blind	Indianapolis	Marion	40
15	Schererville In-Service	Schererville	Lake	60
16	N. Manchester Librarians	N. Manchester	Wabash	35
16	Student Teacher Seminar	IUSB	St. Joseph	22
16	CGI Orientation & Dinner Meeting	South Bend	"	45

Date	Group	City	County	No.
16	G543 Class	IUSB	St. Joseph	19
17	Consult with Porter County Career Education Director	ICRC	"	1
17	Hoosier School Study Council	Peru	"	60
17	ELCEP Planning Meeting	Elkhart	Elkhart	4
19	ELCEP Workshop	Elkhart	"	27
21	Northern Regional Center Dave Frame	South Bend	St. Joseph	1
21	St. Joe College			45
22	Dick Roose	ICRC	St. Joseph	1
22	Milford Jr. High School	Milford	Kusciosko	21
22	P503 Class Members	IUSB	St. Joseph	6
22	Planning Meeting with ELCEP	PHM School	"	6
23	G543 Class	IUSB	"	19
23	Counselee	ICRC	"	1
23	Manpower Council	ICRC	"	0
23	Eastport School	Michigan City	Laporte	10
23	Andrews Academy	Michigan City	"	60
23	Counselee	ICRC	St. Joseph	1
23	Manpower Council	ICRC	"	0
23	ISTA Marshall School	South Bend	"	10
24	CGI Planning Meeting	SBCSC	"	2
24	ISTA Marshall School Early Childhood and Kindergarten Teachers	South Bend	"	16
24	ISTA St. Mary's	South Bend	"	24
24	ISTA Notre Dame	ICRC	St. Joseph	15
25	Wabash Jr. High School	Wabash	Kosciusko	60
25	Pierre Moran School	Indianapolis	Marion	30
25	ISTA Shelbyville	Shelbyville		120
25	St. Mary's College	St. Mary's	St. Joseph	20
28	Counselors In-Service	Michigan City	Laporte	29
29	ELCEP In-Service	Elkhart	Elkhart	27
30	G543 Class	IUSB	St. Joseph	19
30	Life Planning Session with IUSB Special Services	IUSB	"	19
31	Conference on Teacher Education	Indianapolis	Marion	44

Date	Group	City	County	No.
31	Presentation Andrews University	Berrien Springs, MI		60
November				
1	Career Guidance Institute Workshop	Niles, MI		32
1	Counselor In-Service	Indianapolis	Marion	50
1	Counselee	ICRC	St. Joseph	1
2	Career Guidance Institute Workshop	Niles, MI		32
2	American Lung Association	ICRC	St. Joseph	4
4	Nappanee Elem. School	Nappanee	Elkhart	35
4	Dick Roose	ICRC	Elkhart	1
5	AVA Planning Session	Charleston, IL		0
5	Counselee	ICRC	St. Joseph	1
6	Hammond Presentation	Hammond,	Lake	55
6	G543 Class	IUSB	St. Joseph	19
6	IPGA Planning	Michigan City	Laporte	16
7	Consultation at Owen Valley Middle School	Spencer	Owen	5
7	Purdue Presentation	Lafayette	Lafayette	43
7	Counselee	ICRC	St. Joseph	1
8	Clay Middle School	South Bend	"	14
8	CETA	"	"	7
8	LRC Advisory Board Meeting	IUSB	"	8
8	COG Girls	YWCA	"	14
8	Community Action Group	New Castle	"	3
13	Communications Meeting	IUSB	"	9
13	Memorial Hospital In-Service	South Bend	"	0
13	G543 Class	IUSB	"	19
14	Laville High School Career Days	IUSB	"	27
15	Gary Froebel Workshop	Gary	Lake	55
18	CGI Tour - Penz Tool	South Bend	St. Joseph	0
18	North Manchester Presentation	North Manchester	Wabash	80
18	Riley High School Students	South Bend	St. Joseph	40
18	Counselee	ICRC	"	1
18	Women's Career Center In-Service	ICRC	"	8
18	Barker School	Michigan City	Laporte	20
19	Counselee	ICRC	St. Joseph	1
19	ELCEP	Elkhart	Elkhart	27

Date	Group	City	County	No.
19	CGI Tour - Notre Dame	South Bend	St. Joseph	0
19	CETA	ICRC	St. Joseph	3
19	North Mancehster Presentation	North Manchester	Wabash	21
19	CGI Planning Session	ICRC	St. Joseph	4
19	Pre-Service	IUSB	"	20
20	River Forest Workshop	Hobart	Lake	40
20	G543 Class	IUSB	St. Joseph	19
20	Eisenhower School Presentation	Crown Point	Lake	60
20	Manchester Presentation	Manchester	Wabash	35
21	First Presbyterian Church	South Bend	St. Joseph	22
21	North Manchester Presentation	North Manchester	Wabash	65
21	Washington High School Students	South Bend,	St. Joseph	40
22	LaSalle High School Students	South Bend	"	40
22	North Manchester Presentation	North Manchester	Wabash	108
25	Counselor In-Service	Michigan City	Laporte	29
25	Purdue University	West Lafayette	Tippecanoe	110
25	West Elementary School In-Service	Plymouth	Marshall	26
26	Counselee	ICRC	St. Joseph	1
26	YWCA Plan Session for Teen Women Workshop	YWCA	"	4
27	Lebanon School	Lebanon		50
27	Crown Point School - Display	Crown Point	Lake	6
27	Manpower Council	South Bend	St. Joseph	0
December				
2	American Lung Association	ICRC	"	6
2	CETA	South Bend	"	5
2	Counselee	ICRC	"	1
2	ELCEP Plan Meeting	Elkhart	Elkhart	2
2	Women's Career Center In-Service		St. Joseph	8
3	Counselee	ICRC	"	1
3	ELCEP In-Service	Elkhart	Elkhart	23
4	CGI Mid Session Meeting	South Bend	St. Joseph	25
4	Washington High School	South Bend	"	80
4	G543 Class	IUSB	"	5
5	Counselee	ICRC	"	1
6	Consult with ELCEP Elem. Coordinators	Elkhart	Elkhart	4

Date	Group	City	County	No.
6	Counselee	ICRC	St. Joseph	1
8-11	AVA Conference	New Orleans		0
11	Dr. Gibbons Introduction Teaching Class	IU Ft. Wayne	Allen	19
11	G543 Class	IUSB	St. Joseph	19
12	Grissom Middle School	Gary	Lake	12
12	Transportation Industry Rep.	South Bend	St. Joseph	2
16	Indianapolis Manpower Visitor	ICRC	"	1
17	West School Presentation	Plymouth	Marshall	6
18	Pre-Service	Fort Wayne	Allen	28
19	NIDAS Visitors	ICRC	St. Joseph	6
15	Chicago	Chicago, IL		24
19	Counseling Center	IUSB	"	4
20	Manpower & Outreach Plan Meeting	IUSB	"	12
22	Counselee	IUSB	"	1
Jan. 1975				
6	Kendallville High School	Kendallville	Noble	18
6	North Manchester	North Manchester	Wabash	42
6	Counselee In-Service	Michigan City	Laporte	29
7	Jane Ball School	Cedar Lake	Lake	25
7	YWCA Teen Women Advisory Board	South Bend	St. Joseph	0
7	North Manchester	North Manchester	Wabash	62
8	Counselee	ICRC	St. Joseph	1
10	Maconaquah Visitation	ICRC	"	21
10	North Manchester	North Manchester	Wabash	86
10	Counselee	ICRC	St. Joseph	1
11	IPGA Executive Council	Indianapolis	Marion	0
13	CGI Tour - Ramada Inn	South Bend	St. Joseph	0
13	Kendalville Schools	Kendalville	Noble	18
13	Michigan City Administrators	Michigan City	Laporte	6
14	ELCEP Elementary Workshop	Elkhart	Elkhart	6
14	Counselee	ICRC	St. Joseph	1
15	ELCEP Elementary Workshop	Elkhart	Elkhart	6
16	Purdue University Presentation	Lafayette	Tippecanoe	34
16	CGI Tour - Associates	South Bend	St. Joseph	0

Date	Group	City	County	No.
16	ELCEP Elementary Workshop	Elkhart	Elkhart	6
17	Counselor In-Service Sharing Confer.	Indianapolis	Marion	50
17	IUSB Special Service Plan Meeting	ICRC	St. Joseph	7
17	Trinity Lutheran School	Indianapolis	Marion	43
20	ELCEP Plan Meeting	ICRC	St. Joseph	2
20	IUSB Special Services Plan Meeting	ICRC	St. Joseph	2
20	Women's Career Center Advisory Board Meeting	South Bend	"	0
21	Tom Garrison & Group	ICRC	"	5
22	CETA Workshop	ICRC	"	9
23	Church Study Group Presentation	South Bend	"	36
23	Counselee	ICRC	"	1
24	Grimmer Middle School Workshop	St. John's	Lake	30
24	Industry Awareness Meeting	ICRC	St. Joseph	2
25	NICIPGA Workshop	South Bend	"	0
27	CGI Plan Session	South Bend	"	3
28	CETA Meeting	ICRC	"	12
28	CGI Tour - South Bend Lathe	South Bend	"	0
29	Older Adult Committee Meeting	ICRC	"	22
29	CETA Workshop	ICRC	"	0
29	Counselor In-Service	Michigan City	Laporte	15
30	Plan Session on Elkhart Self-Awareness Workshop	ICRC	St. Joseph	4
30	CETA	ICRC	"	6
30	Testing Seminar	IUSB	"	6
31	Manpower Meeting	South Bend	"	0
31	CETA Proposal Planning	ICRC	"	4
31	Conference for Indiana Institutional Teachers Association	IUSB	"	32
31	Indiana School for the Deaf	Indianapolis	Marion	150
Feb.				
3	CETA	South Bend	St. Joseph	8
3	Women's Continuing Education at CRC	ICRC	"	2
4	CETA Meeting	South Bend	"	0
4	Community Education Workshop	SBCSC	"	0
4	G543 Class	ICRC	"	19
5	CETA Workshop	ICRC	"	7
5	Counselee	ICRC	"	2

Date	Group	City	County	No.
5	Counselor In-Service	Michigan City	Laporte	18
5	Class on Handicapped	IUSB	St. Joseph	30
6	Counselee	ICRC	"	1
6	Riley High School	South Bend	"	30
6	Counselee	ICRC	St. Joseph	1
6	Michigan City Administrator Seminar	Michigan City	Laporte	25
7	Plan Session on Elkhart Self-Awareness Workshop	ICRC	St. Joseph	3
8	St. Joe College Class	ICRC	"	23
8	Pre-Service Class	IUSB	"	17
9	Youth Fellowship Meeting	South Bend	"	37
10	NIDAS Life Plan	ICRC	"	2
10	CETA Site Visit	Urban League	"	2
10	Fairfield Jr. High School	Ft. Wayne	Allen	17
11	WICS Women's Program	South Bend,	St. Joseph	3
11	Counselor In-Service	Michigan City	Laporte	19
11	Counselee	ICRC	St. Joseph	1
12	CGI Mid-Session Meeting	SBCSC	"	23
12	CETA Counselor	ICRC	"	15
12	Career Guidance Institute	SBCSC	"	0
12	Counselee	ICRC	"	1
13	CGI Tour - Robertson's	South Bend	"	0
13	Consultation CETA Youth	ICRC	"	2
13	Pre-Service Class	IUSB	"	23
14	Elkhart Self-Awareness Workshop	Elkhart	Elkhart	32
17	CGI Tour - Indiana State Employment Service	South Bend	St. Joseph	0
17	Madison Presentation	Madison	Madison	55
18	ELCEP In-Service	Elkhart	Elkhart	43
18	YWCA Teen Women's Workshop	South Bend	St. Joseph	23
18	Madison Presentation	Madison	Madison	116
18	Counselor-In-Service	Michigan City	Laporte	15
19	IU Fort Wayne Dr. Gibbons Introduction to Teaching Class	Ft. Wayne	Allen	25
19	Madison Presentation	Madison	Madison	221
19	Whitko Classroom Teachers	Pierceton	Kosciusko	110
20	IUSB Counseling Center	South Bend	St. Joseph	4
20	Madison	Madison	Madison	100

Date	Group	City	County	No.
20	Testing Seminar	IUSB	St. Joseph	5
21	Gary Edison In-Service	Gary	Lake	100
21	Edison School In-Service	Gary	"	40
21	Madison Presentation	Madison	Madison	83
24	Counselee	ICRC	St. Joseph	1
24	CEEB Assembly	Chicago, IL		30
25	Counselee	ICRC	St. Joseph	1
25	Counselor In-Service	Michigan City	Laporte	12
26	CGI Tour - AM General Corporation	South Bend	St. Joseph	0
26	CETA Workshop	ICRC	"	8
27	IPGA Conference Workshop	Indianapolis	Marion	42
28 and 3-1	IPGA Conference	Indianapolis	"	0
28	Planning Meeting	Model Cities	St. Joseph	25
March				
3	Huntington Presentation	Huntington	Huntington	40
3,4	Jacksonville Jr. College	Jacksonville, FL		40
4	Dave Frame Counselors In-Service Group	Marion	Grant	18
4	CGI Tour - RACO	South Bend, IN	St. Joseph	0
4	Women's Career Ctr. Staff In-Service	South Bend	"	8
5	Urban League Site Visitation	South Bend	"	2
5	Madison - Elem. & Jr. High School In-Service Session	Madison	Madison	
5	CETA Workshop	ICRC	St. Joseph	6
6	Counselee	ICRC	"	1
6	South Haven Presentation	South Haven, MI		40
7	Peru Presentation Maconnaquah High School			50
7	CETA Planning Meeting			3
10	Counselor In-Service	Michigan City	Laporte	14
10	IUSB Administrators (Open House)	ICRC	6	
11	Howard Elem. School Presentation	Niles, MI		40
12	Counselee	ICRC	St. Joseph	1
12	CETA Workshop	ICRC	"	16
12	Urban League	South Bend	"	3
12	Manpower Council	South Bend,	"	0
13	Counselor In-Service	Michigan City	Laporte	20
13	Counselee	ICRC	St. Joseph	1

Date	Group	City	County	No.
14	Crown Point Presentation	Crown Point	Gary	25
17	Women's Career Ctr. Meeting	IUSB	St. Joseph	7
17	Purdue University	Lafayette	Tippecanoe	30
18	Counselee	ICRC	St. Joseph	1
18	Urban League Site Visitation	South Bend	"	2
18	Indiana Correctional Institution Workshop	Michigan City	Laporte	12
18	Local ORT Chapter Presentation	South Bend	St. Joseph	18
18	P507 Class	South Bend	"	20
19	CETA Training	South Bend	"	12
19,21	Kansas City Workshop	Kansas City, MO		0
20	Ohio State University	Columbus, OH		15
20	Indianapolis Presentation	Indianapolis	Marion	50
21	Garrett Presentation	Garrett		45
21	OSU Workshop	Columbus		100
24	Valley Cable Vision TV Program	South Bend	St. Joseph	0
24	Counselee	ICRC	"	1
25	CGI Tour - I & M Electric Co.	South Bend	"	0
25	ELCEP Inservice Session	Elkhart	Elkhart	17
26	Madison School Spec. Ed Class	South Bend	St. Joseph	16
26	CGI Planning Session	South Bend	"	2
26	Wabash Presentation	Wabash	Wabash	40
27	Meet with Vocational Rehabilitation Staff	ICRC	St. Joseph	70
27	IUSB Sexism in the Schools Class	ICRC	"	31
28	Counselee	ICRC	"	1
28	IUSB Proposal Writing Session	ICRC	"	4
28	Counselee	ICRC	"	1
April				
1	Edison School	Gary	Lake	6
2	Proposal Planning	IU Kokomo	Howard	6
3	Panel Presentation at St. Mary's	St. Mary's	St. Joseph	34
7	IUSB Proposal Writing Session	IUSB	"	2
7	Lowell High School	Lowell	Lake	60
8	ELCEP In-Service Session	Elkhart	Elkhart	23
8	CRC Planning Session Voc. Ed Office	Indianapolis	Marion	4
9	CGI Tour - St. Joseph's Hospital	South Bend	St. Joseph	0

Date	Group	City	County	No.
9	IUSB Class	ICRC	St. Joseph	16
9	Counselee	ICRC	"	2
9	Hammond Tech	Hammond	Lake	18
10	IPGA Chapter Meeting Presentation	Kokomo	Howard	27
10	Kokomo Haworth High School Presentation	Kokomo	"	11
10	Counselee	ICRC	St. Joseph	1
11	Lafayette School Corp.	ICRC	"	2
11	Kokomo High School Presentation	Kokomo	Howard	40
11	CETA Planning Committee	ICRC	St. Joseph	2
11	Elkhart Career Center	Elkhart	Elkhart	14
14	Women's Career Center Advisory Board	South Bend	St. Joseph	0
14	ASTA Meeting			30
14	Northern Regional Service Ctr.	ICRC	St. Joseph	6
15	CETA	ICRC	"	0
16	CGI Final Session	South Bend	"	27
16	Manpower Council	South Bend	"	0
16	Counselor In-Service	Michigan City	Laporte	29
17	Counselee	ICRC	St. Joseph	1
17	NICIPGA	Laporte	Laporte	50
17	Consultation with Special Ed Teachers	South Bend	St. Joseph	6
17	Women's Career Center Open House Plan Meeting	South Bend	"	0
18	NICIPGA Chapter Meeting	Laporte	Laporte	0
21	CETA Meeting	South Bend	St. Joseph	0
21	Chief State School Officers Career Education Meeting	Denver, CO		0
22	IUSB Social Studies Methods Class	IUSB	St. Joseph	27
22	Winimac Presentation	Winimac	Pulaski	40
23	Fort Wayne In-Service Session	Frt Wayne	Allen	100
23	Counselor In-Service Workshop	Michigan City	Laporte	29
24	Hansel Center Career Days	South Bend	St. Joseph	200
24	Logan Center	South Bend	"	2
26	Anderson, IN Presentation	Anderson	Madison	300
26	Adult Ed. Conference	West Lafayette	Tippecanoe	10
27 - 5-2	CE Proposal Reading			
28	Madison, Presentation			40
30	Consultation with Vocational Rehabilitation Staff	ICRC	St. Joseph	4

Date	Group	City	County	No.
May				
1	Madison Radio Presentation	Madison	Madison	1000
2	CETA Meeting	ICRC	St. Joseph	4
5	Women's Career Center Advisory Board Meeting	ICRC	"	8
6	Mini Project Conference	Indianapolis	Marion	70
7	Lafayette Presentation	Lafayette	Tippecanoe	15
7,8	Evaluation Consultation	Blacksburg, VA		6
8	Consultation with Women's Career Center Counselors	ICRC	St. Joseph	8
9	CETA Planning Session	ICRC	"	3
12	Women's Career Center Board Meeting	ICRC	"	0
13	Counselee	ICRC	"	2
15	Consultation with Women's Career Center Counselors	ICRC	" 8	
16	CETA Planning Meeting	ICRC	"	2
16	ELCEP Meeting	Elkhart	Elkhart	3
19	Vincennes Presentation	Vincennes	Knox	34
20	Huntingburg Southern Career Resource Project	Huntingburg		6
20	Washington School	South Bend	St. Joseph	2
20	CETA Palnning Meeting	South Bend	"	3
21	Southern Career Project	Huntingburg		6
21	Counselor In-Service	Michigan City	Laporte	4
21	Vincennes Presentation	Vincennes	Knox	10
22	NICIPGA Planning	ICRC	St. Joseph	6
27	Planning Session on Porter County Workshop	ICRC	"	0
28	Indiana Career Guidance Task Force Meeting	Indianapolis	Marion	6
29	CETA In-Service Session	ICRC	St. Joseph	13
30	ELCEP Meeting	Elkhart	Elkhart	3
June				
2	CETA Planning Meeting	ICRC	St. Joseph	4
4	LRC Advisory Board Meeting	IUSB	"	0
5	CETA Co-ordinators In-Service	ICRC	"	17
6	Counselee	ICRC	"	1

APPENDIX B

OCCUPATIONAL INFORMATION CLASS EVALUATION

COURSE EVALUATION QUESTIONNAIRE

EXPECTED GRADE IN THIS COURSE
A B C D E

COURSE
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

SPECIAL CODE
1: 0 1 2 3 4 5 6 7 8 9
2: 0 1 2 3 4 5 6 7 8 9

YOUR SEX
MALE
FEMALE

YOUR CLASS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRAD.
OTHER

USE PENCIL ONLY

SAMPLE MARKS
a) SA ▌ U D SD
b) SA A U ▌ SD
c) ▌ A U D SD
d) SA A U D ▌

INSTRUCTIONS:

MARK	SA	IF YOU STRONGLY AGREE WITH THE ITEM
MARK	A	IF YOU AGREE WITH THE ITEM BUT NOT STRONGLY
MARK	U	IF YOU ARE UNDECIDED ABOUT THE STATEMENT
MARK	D	IF YOU DISAGREE WITH THE ITEM BUT NOT STRONGLY
MARK	SD	IF YOU STRONGLY DISAGREE WITH THE ITEM

1	SA	A	U	D	SD	This course held my interest.
2	SA	A	U	D	SD	I would prefer that instruction provide more attention to each individual in the class.
3	SA	A	U	D	SD	The instructor did not integrate, synthesize, summarize his units of instruction.
4	SA	A	U	D	SD	The course material was very useful.
5	SA	A	U	D	SD	Assignments in general were largely busy work.
6	SA	A	U	D	SD	There was not enough student participation in the class.
7	SA	A	U	D	SD	The instructor has a thorough knowledge of the subject matter.
8	SA	A	U	D	SD	My knowledge of the subject matter in this class has advanced significantly.
9	SA	A	U	D	SD	The type of tests was inappropriate for this class.
10	SA	A	U	D	SD	The grading procedure was fair.
11	SA	A	U	D	SD	Timing of tests was about right for this class.
12	SA	A	U	D	SD	We needed more opportunities to apply the material in this course.
13	SA	A	U	D	SD	The time demand of this course was excessive.
14	SA	A	U	D	SD	This class moved through the subject matter too rapidly.
15	SA	A	U	D	SD	The course was very well organized.
16	SA	A	U	D	SD	The course material was too difficult.
17	SA	A	U	D	SD	Lectures were interesting.
18	SA	A	U	D	SD	The instructor was well prepared for the class meetings.
19	SA	A	U	D	SD	The instructor was personally interested in students as people.
20	SA	A	U	D	SD	The textbook was readable.
21	SA	A	U	D	SD	The textbook was too theoretical.
22	SA	A	U	D	SD	The textbook explanations were clear.
23	SA	A	U	D	SD	The method of instruction was wrong for this class.
24	SA	A	U	D	SD	The basis for grading was always clear.
25	SA	A	U	D	SD	The content of the tests covered the course content.
26	SA	A	U	D	SD	The role of this course in my program is clear to me.
27	SA	A	U	D	SD	The instructor's speaking voice was pleasant.
28	SA	A	U	D	SD	The class size was too large.
29	SA	A	U	D	SD	This course improved my problem-solving ability in this subject area.
30	SA	A	U	D	SD	I would recommend this instructor to a friend.

Comment:

INDIANA UNIVERSITY BUREAU OF EDUCATIONAL STUDIES AND TESTING

NATIONAL SCANNING, INC.
COLUMBUS, OHIO NS-697

SECTION NUMBER IS (G543) [illegible] - #1 Fall, 1974 Occupational Information

THE STATEMENTS ARE LISTED BELOW. A U IN THE FIRST COLUMN INDICATES THAT DISAGREEMENT WITH THAT STATEMENT IS FAVORABLE.

	STATEMENT NUMBER	STATEMENT	PERCENT SA	A	U	D	SD	NO RESP
	1.	THIS COURSE HELD MY INTEREST.	42.86	42.86	14.29	0.00	0.00	0.00
U	2.	I WOULD PREFER THAT INSTRUCTION PROVIDE MORE ATTENTION TO EACH INDIVIDUAL IN CLASS.	0.00	0.00	28.57	57.14	14.29	.00
U	3.	THE INSTRUCTOR DID NOT INTEGRATE, SYNTHESIZE, SUMMARIZE HIS UNITS OF INSTRUCTION.	0.00	14.29	28.57	14.29	42.86	0.00
	4.	THE COURSE MATERIAL WAS VERY USEFUL.	14.29	57.14	14.29	14.29	0.00	.00
U	5.	ASSIGNMENTS IN GENERAL WERE LARGELY BUSY WORK.	0.00	0.00	14.29	28.57	57.14	.00
U	6.	THERE WAS NOT ENOUGH STUDENT PARTICIPATION IN THE CLASS.	14.29	0.00	0.00	28.57	57.14	.00
	7.	THE INSTRUCTOR HAS A THOROUGH KNOWLEGE OF THE SUBJECT MATTER.	71.43	28.57	0.00	0.00	0.00	0.00
	8.	MY KNOWLEGE OF THE SUBJECT MATTER IN THIS CLASS HAS ADVANCED SIGNIFICANTLY.	42.86	42.86	0.00	14.29	0.00	0.00
U	9.	THE TYPE OF TESTS WAS INAPPROPRIATE FOR THIS CLASS.	0.00	0.00	28.57	14.29	28.57	28.57
	10.	THE GRADING PROCEDURE WAS FAIR.	0.00	42.86	28.57	0.00	0.00	28.57
	11.	TIMING OF TESTS WAS ABOUT RIGHT FOR THIS CLASS.	0.00	42.86	42.86	0.00	0.00	14.29
U	12.	WE NEEDED MORE OPPORTUNITIES TO APPLY THE MATERIAL IN THIS COURSE.	14.29	28.57	0.00	28.57	28.57	.00
U	13.	THE TIME DEMAND OF THIS COURSE WAS EXCESSIVE.	0.00	0.00	14.29	42.86	42.86	0.00
U	14.	THIS CLASS MOVED THROUGH THE SUBJECT MATTER TOO RAPIDLY.	0.00	14.29	14.29	28.57	28.57	14.29
	15.	THE COURSE WAS VERY WELL ORGANIZED.	28.57	28.57	14.29	14.29	0.00	14.29
U	16.	THE COURSE MATERIAL WAS TOO DIFFICULT.	0.00	0.00	0.00	28.57	71.43	0.00
	17.	LECTURES WERE INTERESTING.	14.29	57.14	0.00	28.57	0.00	.00
	18.	THE INSTRUCTOR WAS WELL PREPARED FOR THE CLASS MEETINGS.	42.86	42.86	14.29	0.00	0.00	0.00
	19.	THE INSTRUCTOR WAS PERSONALLY INTERESTED IN THE STUDENTS AS PEOPLE.	71.43	28.57	0.00	0.00	0.00	0.00
	20.	THE TEXTBOOK WAS READABLE.	0.00	71.43	28.57	0.00	0.00	0.00
U	21.	THE TEXTBOOK WAS TOO THEORETICAL.	0.00	0.00	42.86	28.57	14.29	14.29
	22.	THE TEXTBOOK EXPLANATIONS WERE CLEAR.	14.29	42.86	28.57	0.00	0.00	14.29
U	23.	THE METHOD OF INSTRUCTION WAS WRONG FOR THIS CLASS.	0.00	0.00	0.00	42.86	57.14	0.00
	24.	THE BASIS FOR GRADING WAS ALWAYS CLEAR.	0.00	28.57	0.00	42.86	14.29	14.29
	25.	THE CONTENT OF THE TESTS COVERED THE COURSE CONTENT.	0.00	28.57	42.86	0.00	0.00	28.57
	26.	THE ROLE OF THIS COURSE IN MY PROGRAM IS CLEAR TO ME.	57.14	28.57	14.29	0.00	0.00	.00
	27.	THE INSTRUCTOR#S SPEAKING VOICE WAS PLEASANT.	57.14	28.57	0.00	0.00	0.00	14.29
U	28.	THE CLASS SIZE WAS TOO LARGE.	0.00	0.00	0.00	57.14	42.86	0.00
	29.	THIS COURSE IMPROVED MY PROBLEM-SOLVING ABILITY IN THIS SUBJECT AREA.	42.86	28.57	28.57	0.00	0.00	.00
	30.	I WOULD RECOMMEND THIS INSTRUCTOR TO A FRIEND.	57.14	28.57	0.00	0.00	0.00	14.29

RATINGS PERCENTAGES

HIGHLY UNFAVORABLE	UNFAVORABLE	INDIFFERENT	FAVORABLE	HIGHLY FAVORABLE	NO RESPONSES
1.43	5.71	14.76	36.67	34.76	6.67

APPENDIX C

PUBLIC RELATIONS BROCHURE

Career Education Consultants

Dr. Gerald Dudley, Director
Ms. Carol Berry
Mr. Paul Elliott
Mr. James Meuninck
Ms. Kim Powers
Dr. Eldon Ruff
Mr. Paul L. Smith, Jr.

Support Staff

Mrs. Donna Bach
Mrs. June Bouskill
Mrs. Carolyn Foster
Mrs. Joyce Miller
Mrs. Betty Morrison
Mr. Roger Penrose
Mrs. Lorraine Wisner
Mr. David Yates

Funded By:

Vocational Education Division
State Department of Public
Instruction
Indianapolis, Indiana 46204

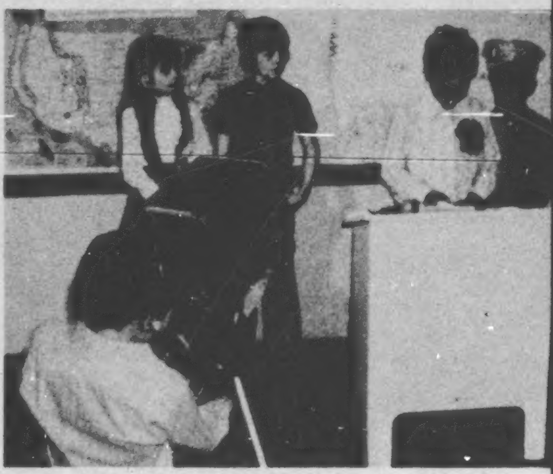
Coordinated By:

Division of Education
Indiana University at South Bend
South Bend, Indiana 46615

Local Education Agency:

Penn-Harris-Madison School Corp.
Central Office 117 Lincolnway E.
Mishawaka, Indiana 46554

Implementing Career Education



> "There is no step in life, unless it be the choice of a husband or wife, more important than the choice of a career."
> . . .Dr. Frank Parsons, 1906

Indiana
Career
Resource
Center

60

A Total Community Approach To Career Education . .

. . .is intended for all individuals, and simultaneously involves the learning environments of the educational and work communities.

Our Ph

Self-enhancement, career awareness, decision-making skills, and value clarification are central to career and lifestyle formation and satisfaction. Our concern is to facilitate the natural development of a life-long process of career maturity.

Program

- *Awareness:*

  A short (1-2 hour) program *introduces* the concepts of career education and gives an *over-view* of current progress in this exciting field.

- *Exploration:*

  Opportunities to *experience* and *explore* career education *methods* are offered to those educators who intend to become more involved with this creative style of education.

ophy

areer education should encompass ll aspects of the personal and ccupational development of youth. ur programs can help you discover nd implement creative methods f integrating career concepts nto all educational experiences.

ferings

Implementation:

For those who are planning to integrate career education into their activities with students, and for those who wish to expand an on-going program, *assistance* and *feedback* are available from the Center's experienced staff members.

Planning:

Consultation services are offered to both school and non-school personnel who wish to organize career education projects or develop selective approaches in their local setting.

RETURN MAIL CARD

☐ Please send the Indiana Career Resource Center cassette tape on loan, which will describe more fully the kinds of consultant services you can offer us. Date requested ________ to ________.
(terms 15 days)

☐ Please contact us to discuss the possibilities for a program or presentation.

WE WOULD LIKE TO RECEIVE:

☐ Career Digest, a career education newsletter (available at no cost).

☐ Bibliography, Resources for Career Development, revised edition, 1974. (Available at expense reimbursement cost, $4.00 per copy. Single copies available at no cost to Indiana educators.)

FROM:

Name ________________

Title ________________

School/Street ________________

City, State, Zip ________________

Telephone (Please include area code) ________________

place
stamp
here

Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

cut here

Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

Telephone: 219/289-2851

Offering

- In-Service Career Education Training
- Career Curriculum Development Consultation
- Media Center for Display and Loan of Career Related Materials
- Pre-Service Career Education Workshops
- Career Education Community Outreach

APPENDIX D

FILM DESCRIPTIONS

CAREER EDUCATION SERIES

A TOTAL COMMUNITY APPROACH TO CAREER EDUCATION

Color: 11 minutes, 16 mm optical sound
Cost: $140.00 $10.00 Preview Fee
Copyri~ht 1972 - Indiana Career Resource Center
Distributor: ICRC, 1209 S. Greenlawn Ave., South Bend, In. 46615

FILM OBJECTIVES

To provide a quick pictorial description of a way to organize a career resource center.

To overview the concept of life-long career development.

To provide a historical presentation of the development of career education.

To provide an indication of the many types of career resource multi-media materials that are available.

To introduce the concept of in-service teacher training as a viable approach to implementing career education in schools.

Materials available free of charge with film:

1. A model document to tap the people resources of a community, and model proposal for implementing an executive phone system in area schools to be coupled with the use of the following document.
2. Resource Directory of multi-media materials including price and description and place to order.

FILM SUMMARY:

The film starts with a quotation from Dr. Frank Parsons, the founder of career guidance. It continues with a montage sequence of a Career Education Mobile Training Unit rolling through the countryside with short shots of teachers working in it.

There is a cut-away to a description of the goals and objectives of career guidance near the turn of the century. It then flashes forward to the nineteen seventies depicting educational failure to achieve these goals with a large segment of the American population.

Following this is a description of the efforts of a small group of educators in South Bend, Indiana to create a program to meet the career developmental needs of all youth. From this program develops the Indiana Career Resource Center, federally funded and charged with implementing career education throughout the State of Indiana.

A montage of the Center's operation is followed by examples of what students and educators are doing in Indiana schools.

The film ends with a meaningful quotation that passes on the charge to all educators to take advantage of the opportunities afforded by the flexibility of American youth.

CAREER EDUCATION SERIES

DAWN TO DUSK - PART I

Color: 18 minutes, 16mm optical sound
Cost: $175.00 $10.00 Preview Fee
Copyright 1974 - Indiana Career Resource Center
Distributor: ICRC - 1209 S. Greenlawn Ave., South Bend, In. 46615

FILM OBJECTIVES

To provide five visual experiences of career education to serve as a basis for group discussion and activities.

To demonstrate the effectiveness of career education as a means of modifying behavior, developing self and occupational awareness, making the curriculum more meaningful, and providing a relevancy in our schools that approaches the needs of our youth.

To demonstrate techniques of implementing career education into the elementary school curriculum.

To demonstrate the low cost of career education in the hands of resourceful educators.

To share in the expressed feelings of teachers and students involved in elementary career education projects.

To provide a guide to student involvement in the development of films.

Materials available free of charge with film: Career Education Curriculum Guide.

FILM SUMMARY:

The film starts with a narration of its objectives voiced over a school bus making its early morning pick ups. From there it cuts to a third grade classroom involved in assembly line production. The students and teacher discuss what they learned from the unit.

Then the setting changes to a fourth grade class which is preparing to interview first graders for jobs that they have researched and made interview booths for. The teacher talks about the development of the unit and the students express their feelings for the experience.

The third sequence takes place in the kitchen of an area vocational school. There fifth graders work side by side with young adults who in turn teach them their trade. The teacher, student trainers, and student trainees relate their feelings about the peer relationship.

Fourth, a group of students write, shoot and edit an eight millimeter documentary film about a funeral home. The teacher tells how the experience developed career awareness, and facilitated learning in

English, math, language arts, social studies and science. The students support the teacher's narration and give the viewer verbal evidence of the self awareness provided by the experience.

Finally, the film visits a classroom in an intercity school. The teacher explains how career education has helped her to meet the individual needs of students from disadvantaged families.

CAREER EDUCATION SERIES

DAWN TO DUSK - PART II

Color: 18 minutes, 16mm optical sound
Cost: $175.00 $10.00 Preview Fee (one week)
Copyright 1974 - Indiana Career Resource Center
Distributor: ICRC - 1209 S. Greenlawn Avenue., South Bend, IN 46615

To provide visual experiences of career education to serve group discussion and activities.

To demonstrate career education as a means of modifying behavior, developing self awareness and occupational awareness, and providing a relevancy in our schools that approaches the needs of our youth.

To demonstrate techniques of implementing career education into the secondary school curriculum.

To demonstrate the low cost of career education.

To share the expressed feelings of teachers and students involved in secondary school education.

To involve teachers in a discussion of career education.

FILM SUMMARY

Like Dawn to Dusk I this film is divided into five parts. Each part shows a career education program taking place in the classroom or in the community. The first part is an outside resource person visiting a class. The students and teacher talk about their CE experiences over the past year. The second part is a junior high school class using multi media career education materials. They discuss how these materials have effected them. Part three deals with a high school class that has related its classroom work to the world of work. Again the students discuss their feelings. Part four brings the community into the high school via a conference telephone. Students discuss this communications bridge between the classroom and the working world. In the last part a high school student teaches elementary students how to build a house. Throughout the experience the high school student explores his own changing career goals.

To facilitate discussion five interesting comments are replayed at the end of the film. They are controversial and involve the audience with the film.

APPENDIX E

CAREER DIGESTS

Career digest

Published Monthly by the Indiana Career Resource Center, 1205-09 South Greenlawn Avenue, South Bend IN 46615
Funded by the Vocational Education Division, Department of Public Instruction, Indianapolis, Indiana 46204

The Community of Careers . . .

Preparation is in the air in Indiana. The season is beginning a preparation for change. The leaves, for instance, that were once new and green are beginning to make arrangements with the trees for the color spectacular that graces Indiana this time of year.

For many educators throughout the state, preparation for career education activities has already taken place. In this issue of the Digest we hope to explore some additional ways to utilize the resources of the community. In our feature article we get a glimpse of the cooperation possible between the different members of a community, in this instance, the Indiana Bell Telephone Company and the schools of Indiana.

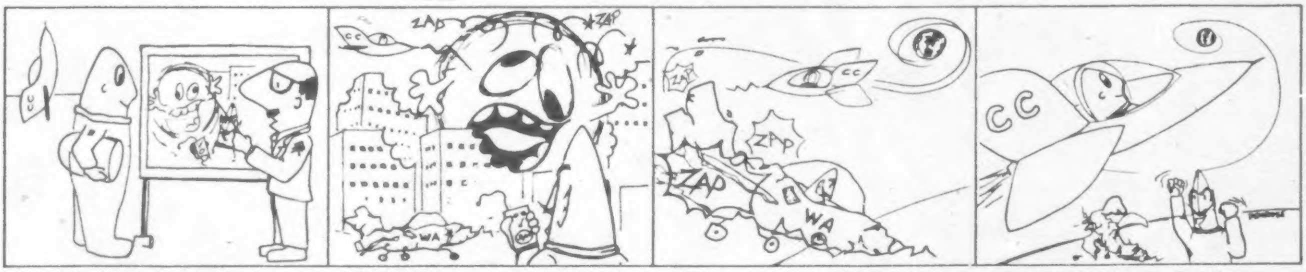
We also have an unpleasant task to perform — saying good-bye to a friend and co-worker, Carol Berry. Carol is leaving the Center to continue her education and prepare for a growing career. We all appreciate her past enthusiasm and dedication to her work.

In this issue . . .

The Adventures of Captain Career . . . . *Roger Penrose*
Feature . . . . *Jack Bragg, Manager, Indiana Bell*
Sue Ann Crick, School Representative, Indiana Bell
Center Services . . . . *Carol Berry*
On Your Tintype . . . . *Staff*
Materials Center . . . . *Carol Berry and Paul Smith, Jr.*
For The Asking . . . . *Paul G. Elliott*
For Example . . . . *Kim Powers*
The Career-Relevant Measurement and Evaluation Seminar . . . . *Gerald Dudley*

CAREER TREK

. . . the continuing episode of Captain Career and his fight against Lack of Resources, Boring Curriculum, and the disbelievers of Career Education.



Captain Career has just received battle plans to combat the disbelievers of Career Education in the community, and bids Prof. Er (Education Reform) farewell.

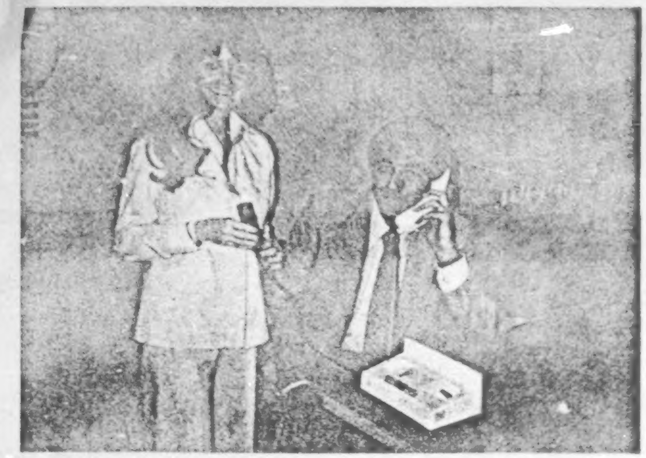
Captain Career ventures upon Monster Lor (Lack of Resources), who is controlled by the evil Prof. Wa (Work Alienation).

After rescuing the endangered community, Captain Career pursues Prof. Wa.

Disabling Wa's craft, Captain Career is homeward bound, leaving a distraught disbeliever of Career Education behind.

"A TOTAL COMMUNITY APPROACH TO CAREER EDUCATION"

The Career Resource Center Features . . .



Mr. Jack Bragg
Educational Accounts Manager
Indiana Bell Telephone Company
Mrs. Sue Ann Crick
School Representative
Indiana Bell Telephone Company

Several questions are posed by the concept called career education. From a corporation's viewpoint, one of the major questions to be answered is:

"Why should industry and education cooperate?"

Analyzing the question carefully brings the following points to the fore:

1. Schools affect the community in economic and social well being. If the products of the schools are substandard, business suffers. This can best be illustrated by the rising cost of training and/or re-training new employees. A student who has been exposed to numerous career opportunities can better select a job that will be both satisfying and enjoyable. It is only logical to assume that an employee who is happy in his "world of work" will have better performance than one who is unhappy.

2. Many of industry's tax dollars are spent for education and those dollars should produce meaningful results. Dollars are important to education. However, there are many other resources available from industry that can be effectively utilized by education. Indiana Bell, for instance, has many programs and services specifically designed for use by the educational community. Some of these are:

   a. Telezonia — an introductory communications unit designed for elementary grades to acquaint students with such things as proper use of the telephone, different careers at the telephone company, how the telephone works, etc. Visits to the schools by telephone installers can be arranged. During these visits, the children can see the various tools used by the installer and any questions the students might have are answered. Each installer tells the class about his job and what it involves. A new filmstrip, "Come Work With Us At The Telephone Company," depicts many different jobs available in the telephone industry.

   b. Teletraining for Business Studies — this program is intended to prepare high school students entering the "world of work" for the many jobs requiring proper use of a business telephone. It includes a teletrainer unit, two telephones, a student role playing supplement of realistic business situations, a booklet for the students personal use, a "Telephone Tips" handout, four wall posters and teacher's guide.

   c. Films — a wide variety of films is available on a loan basis.

   d. Tours — tours of various job locations may be arranged for both elementary and high school students. These tours give students an opportunity to observe and talk with employees on the job.

   e. Indiana Bell employees are encouraged to participate in community activities. Many are members and active participants in local school boards and school affairs. The Indiana Bell Speakers Bureau is comprised of qualified people who are available upon request to give talks on many different subjects.

   f. Indiana Bell has worked closely with teachers and administrators in developing new technology for the classroom. One of the problems in implementing career education was finding available resources and working them into the curriculum. Often the individual could not leave his work for a half day and visit the school or the teacher could not take her students to the job site. For this reason, the portable conference telephone was developed to facilitate cooperation between the schools and the community. By using the conference telephone, consisting of a portable amplified telephone and two microphones, students can investigate the world of work without leaving the classroom. This equipment is available on a rental basis from local Indiana Bell Telephone business offices and can be adapted into existing telephone service.

   *The *Career Education Curriculum Guide*, page 234, features a story on the way the Clarksville Middle School is using the portable conference telephone for career education.

3. Career Education — seems to address itself to several of the critical problems now confronting our nation. The benefits of career education cannot be fully realized in their entirety without the full involvement of the community and its resources. Both sides need to understand the problems and the benefits. Industry has to select their priorities and, if education understands these priorities and industry understands the goals of career education, a partnership can exist. Projects must be selected on their individual merit. A poorly conceived project would cause dissatisfaction from both the schools and the industries involved.

CENTER SERVICES

by Carol Berry

Although we at the Indiana Career Resource Center specialize in working with educators interested in career education, other groups have made use of our services.

Most frequently our involvement with civic groups, parent-teacher organizations, clubs, associations, educational task forces, and so on, has developed from requests by local educators. As a commitment to career education grows in a particular school setting, the need for support from parents, business, industry, and the general community becomes increasingly apparent. Teachers, administrators, and counselors often find they want to share their enthusiasm for their students' new experiences. Other educational corporations, looking forward to accountabilty and the development of learning objectives, want to involve local residents in either formal or informal needs-assessment and goal-establishment projects for career education.

Whatever the reason, educators often find that they need to begin to introduce to their public the concept of career education. They sometimes call on the Indiana Career Resource Center to help with these projects. Career Education Consultants from the Center have at their disposal a flexible set of media and techniques. Using these, they work with local educators to design a presentation of the length and specific content most suitable for local needs. Among the resources the Center can provide are:

- a tape recording which outlines the various services available from the Center, in an easy-listening discussion format.
- the "Indiana Happenings" slide program. Detailing some of the kinds of activities and results career education has produced in classrooms throughout the state, the presentation can outline elementary, secondary, or K-12 activities, depending on the needs and wishes of the sponsoring group.
- *Dawn to Dusk I*, a 16 millimeter, sound, color film which reports the reactions of elementary students and teachers to their career education experiences. Included are descriptions by teachers of the activities they designed and of the resulting growth they have seen in their students. Children's thoughts and feelings about these lessons and about themselves, their own growth and their futures, are also documented in this interesting, funny, and touching film.
- *Dawn to Dusk II*. In format similar to *Dawn to Dusk I*, this film gives viewers a glimpse of career education in action in secondary settings. By again using recordings of unrehearsed interviews with both students and teachers as the sound-track for the film, audiences are offered a glance of what career education is about, and what it can do for students, educators, and communities.
- the Mobile Training Unit, a 32′ bus filled to the brim with career education materials. The M.T.U. provides concrete evidence to both educators and lay persons that career education is here to stay. The number and variety of excellent resource materials available to the school-community is both surprising and encouraging.
- personnel widely experienced in both career education and group leadership. The Center's Career Education Consultants can answer questions, make clear the point of view of career education, and offer further suggestions about methods for school and community members to work together as an integrated and effective career education team.

In addition to these services, Career Resource Center staff members can provide suggestions and guidelines to communities who wish to compile local directories of persons who are willing to share their job experiences with students. By discussing her efforts in publishing *People In Careers*, a directory for the South Bend-Mishawaka area, Kim Powers may be able to help others identify and make use of many of the resources she found to be invaluable.

Other communities have asked the Center's aid in such projects as organizing National Alliance of Business-sponsored Career Guidance Institutes, planning films to document their career education programs, organizing task forces, publicizing their projects, or presenting the career education story to school boards.

The Center's policy has always been: "We're glad to help — in any way we can!"

"On Your Tintype"

Roger Penrose

Kim — Workshop at Urey Middle School.

Gerald Dudley, Director.

Mobile Unit at Washington, D.C. (Next Issue)

Jim Meuninck

NEW AT THE CENTER

Carol Berry

Elementary

This month's theme of community cooperation provides a very appropriate time to talk about three new resources at the Center. There is an old adage that says, "Tell them that you're going to tell them, tell them, and then tell them that you've told them." In line with this thought is the very useful technique of using materials to help children gain enough knowledge *before* a speaker comes to class, or *before* they visit a field site, to make these experiences truly educational. The three resources described below are 'just what the teacher ordered' for this kind of sequential planning.

When You Grow Up film series, Mini-Productions, Incorporated, 192 Hyeholde Drive, Coraopolis, Pennsylvania, 15108.

Helping children discover relationships between their interests and abilities, and the careers of adults, is the major thrust of these color 16mm films. Each title is related to one of the U.S. Office of Education's fifteen career clusters, and each film pictures several occupations within the cluster. Worker's own descriptions of their jobs, shots of children at play, and interesting music all serve to make these entertaining as well as informative programs.

Length: 10 minutes.

The Off We Go sound filmstrip series, Guidance Associates of Pleasantville, New York, 10570. Price for each set is determined by the number of parts per set: one part set, $21.50.

By focusing on the people in careers, these programs help primary grade children expand their awareness of the world of work. Each one emphasizes several points: the people's feelings about their work, including its advantages and disadvantages; their interests, abilities and previous experiences; and their lifestyle. Objectives of the series include helping students understand: 1) that products and services result from the work people do, 2) that there may be many kinds of work necessary to produce a product or service, 3) that jobs are interdependent, and 4) that there is a relationship between a person's interests, values, abilities, attitudes, hobbies, and job choices.

7-8 minutes per program. Titles include:

Off We Go to the Aquarium — 1 part
Off We Go to the Auto Proving Ground — 1 part
Off We Go to the Bike Factory — 1 part
Off We Go to the House Built in a Hurry — 1 part
Off We Go to the Orange Grove — 1 part
Off We Go to the Poster Printer — 1 part

When You Grow Up, AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California, 90028.

$160.00.

Helping children become more aware of the world of work is the goal of this full color, 16mm film. It presents interesting and understandable concepts about career clusters, training, the ways that different working conditions appeal to different people, and the importance of job satisfaction. Finally, this film encourages young viewers to begin noticing the workers around them, so that in the future they may choose their own careers wisely.

Length: 12 minutes.

Paul L. Smith, Jr.

Secondary

"Eco-Acres" Game

The objectives of the Maine Public Broadcasting Network's Environmental Simulation Project were: 1) to use television to increase community awareness and to educate the people of Maine about the most pressing environmental issues in the state, and 2) to build a model of viewer-active televison simulation for replication.

The project staff involved as many people and agencies as possible while researching potential topics. The research indicated that land use was the most pressing environmental issue in Maine 1973.

The result was "The Land and Me," a five hour television simulation series, that was viewer-active to heighten the sense of involvement in the viewing public.

A board game about land use, entitled *Eco-Acres*, was developed to reveal many valid conflicting points of view which exist. It shows how these points of view can co-exist and, hence, increase understanding of the land use problems. *Eco-Acres* shows the complexity of the environmental issues and emphasizes the need for sound planning. *Eco-Acres* was tested extensively in the classrooms and is a viable teaching aid for classes, civic groups, families, etc.

Eco-Acres game involves persons in situations with opposing interests. They are given specific information and allowed a choice of moves with the object of maximizing their wins and minimizing their losses. The game is interesting from the players standpoint because:

1. players are participants, not just spectators.
2. simulation presents some aspects of the player's own reality.
3. simulation offers players two or more valid and ethically correct choices to resolve conflict.
4. players must act within constraints of simulation, making decisions and playing according to results of decisions.

The principle issue explored is the dynamic relationships between man and land.

Players make decisions about:

1. land ownership.
2. zoning.
3. legislative control.
4. environmental impact.

Players explore implications of:

1. lifestyle.
2. economics.
3. reality of existing situations.
4. divergent points of view.
5. current decisions on future land use.

"FOR THE ASKING"

Paul G. Elliott

One of the past features appearing in the Career Digest, that has drawn the special interest of communicating educators, has been the F and I Column (Free and Inexpensive Materials). In their responses they have seemed especially pleased with the knowledge of possible resources for information. We hope this year to supply you with some leads to materials that are either free, or cost no more than ten dollars.

Unfortunately, because of prohibitive cost, we can no longer offer a set of these materials through the mail. We will, however, try to provide you with the name and address of persons to write to.

A few suggestions that might help speed your request from the distributors to you are the following: first, make sure you have included your name and address; second, include the charge, if there is one, at the time of the request. Some people might want to include specific information about what the materials will be used for. This could possibly help the distributor to provide you with the most appropriate type of information. Third, orders for the materials should be made on organizational stationery. This will help to identify that you are an educational institution.

In keeping wth this month's theme, "The Community," we will take a look at some materials that are available to your students about careers in their local communities. (The acquisition of this information could be a project for the students.)

(Continued on page 5)

(Continued from page 4)

The adaptability of the information received through suppliers, unless specified in the description, will have to be made applicable to age and grade by the educator. Prices listed should not be taken as final. These, because of recent cost, have varied.

Below are some *general* sources of information that should be investigated.

- American Personnel and Guidance Association "National Career Information Center — Inform" by writing or having your counselor write: A.P.G.A. Press, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.
- Contact your local Indiana State Employment Service Office and ask for copies of their varied pamphlets and booklets.
- Local industries or businesses often have brochures or booklet information that describes an industry or work situation. Most are more than happy to supply these to schools.

If you are in a rural community, you may want to investigate:

- "Careers In Agronomy — Crop Service and Soil Science," American Society of Agronomy, 667 South Segal Road, Madison, WI 53711 (1972) (10 copies minimum order for $2.50).
- "What Every Banker Should Know About Commodity Future Market," — Chicago Board of Trade, Public Information and Education Dept., 141 Jackson Blvd., Chicago, IL 60604 (Single copy free).
- "Careers In The Floral Industry," — The Society of American Florists, 901 N. Washington St., Alexandria, VA 22314. (Leaflet free. Describes job opportunities in the floral industry).

If you want to relate careers to an urban setting, you might want to investigate:

- "Careers In Law," Circulation Department, 2011 American Bar Association, 1155 East 60th Street, Chicago, IL 60637 (1972)
- "A Career In Law Enforcement," American Federation of Police, 1100 N.E. 125th, North Miami, FL 33161 (1972)
- "Mathematics Teaching As A Career," National Council of Teachers of Mathematics, 1201 16th St., N.W., Washington, D.C. 20036 (1971) (Leaflet free).

Suppose you are a commercial education teacher and want to relate to your students the opportunities in sales and distribution — write:

- "The Salesman . . . Ambassador of Progress," Sales and Marketing Executives, 630 Third Ave., New York, NY 10015. (Fee unknown).
- "Preparing For The Real Estate Business," National Association of Real Estate Boards, 155 East Superior Street, Chicago, IL 60611.
- "Careers, Computers, and You," American Federation of Information Processing Societies, 210 Summit Ave., Montrale, NJ 07645 (1970) (.25 cents).

Assume you are a science teacher looking for a way to make a direct relationship to life situations, consider some of the following:

- "Chemistry And Your Career," American Chemical Society, 1155 16th Street N.W., Washington, D.C. 20036 (1970)
- "Your Career In Optics," Optical Society of America, 2100 Pennsylvania Ave., N.W., Washington, D.C. 20037. (Up to 100 copies free.)
- "Physics As A Career," American Institute of Physics, Inc., 335 E. 45th Street, New York, NY, 10017 (Free).

These are just a few suggestions for some free or inexpensive learning materials. We feel it will graphically help the educator to make valuable relationships for the student.

IMPORTANT

WOULD YOU LIKE TO CONTINUE RECEIVING THE CAREER DIGEST?

The Career Digest is now in the process of revising and increasing its subscription list. If you would like to continue receiving our Digest after this issue, it is essential that you complete the following form. If you received the Digest prior to this issue, please check "I would like to continue receiving the Digest." If this is your first issue, please check "I would like to begin receiving the Digest." Sorry, no one will continue to receive the Digest unless the form is returned to us. Thank you.

☐ I would like to begin receiving the Career Digest

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THE DIGEST IS MAILED WITHOUT CHARGE TO THE SUBSCRIBER

FOR EXAMPLE

Kim Powers

Most every career education program has utilized resource persons to provide opportunities for students to experience personal interaction with adults. Several of the reasons supporting the use of resource persons are: a) the world is rich with people who can supplement classroom learning experiences with real world experiences, b) resource persons' jobs and activities can be both motivating and informative to youth, and c) such experiences serve to promote community involvement with the educational process.

In the school situation, resource persons have traditionally reached the students through either the field trip or the classroom visit. However, some schools have begun to explore other innovative means of bringing together students with the working community.

One such school is Washington High School in South Bend, Indiana. This past spring, several of the classes at the school made use of a conference telephone that allowed for conversation between students in the classes and prearranged resource personnel. Using the Bell Telephone Conference System—that consists of a telephone unit, two microphones for the interviewers, and a speaker for amplification—students investigated areas of concern to them without ever leaving the classroom.

Reviewing legislative action on certain ecological bills, students in a social studies course, "Man and His Environment," decided that they would like to talk with Congressman John Brademas concerning not only the legislation but also his career. For several days prior to their call, the students practiced their interviewing skills in class. Then, on the day of the call, the class participated in a halfhour interview with the Congressman followed by group discussions of the conversation during the next class periods.

Another instructor who employed the conference phone was in the physical sciences area. The students contacted a local university physics professor to discuss his job and, also, concerns to them in the physical sciences area.

In each situation, students were able to gain desired information — about the person, his job and his special interest area — with neither the students nor resource persons being inconvenienced by the experience.

For further information contact:

Mr. Robert Million
Principal
Washington High School
4747 West Washington Street
South Bend, IN 46619

The Career-Relevant Measurement and Evaluation Seminar

Gerald Dudley

Good day! I'm so glad you decided to enroll for another year in this continuing learning sequence related to the *accountable* development of career maturation. During your last course of study (last year's *Digests*), you were provided a sequential comment regarding elements of a career development accountability model for educator use. We are projecting four quarterly newsletters over this school year, so it is my intent to devote an article each quarter to career-relevant aspects of measurement and evaluation.

So that you may prepare properly for each of our meetings, I would like to share with you the seminar syllabus and a bookshelf of references you may wish to locate and peruse. This listing has been separated into four parts so that the topical content and related references form logical clusters.

The *first* grouping of content and references is designed to give a background and orientation to evaluation, accountability, and related topics. Although there is a growing number of new writings in this area, many follow a *traditional testing program* format for accountability process. Your reading list will bypass these references to get to several thought more useful and current. Steele (1973) provides the reader with a compendium of models for approaching program evaluation. Each of the more than 50 current evaluation systems is outlined and compared so that utility, rather than confusion, becomes the byword. Husek and Sirotnik (1968) describe, in simple terms, the rationale for program evaluation utilizing an item and person sampling technique. A series of filmstrip-tape programs dealing with evaluation related topics will easily fit on your bookshelf and provide you with self-instruction opportunities in goal development, objectives preparation and measurement concepts (Vimcet Associates). Because of recent new information regarding student learning styles and program delivery, Warren's (1974) article is a sample from a growing list you should familiarize yourself with.

The *second* grouping of content has to do with an aspect of evaluation that deals with self-characteristics. Hollister (1973) provides a comprehensive article on aspects of student identity. Brookover, et. al. (1965) stress research findings relating academic achievement and self-concept. Likewise, Fitts (1972) and Thompson (1972) present findings of many studies related to the area of self-concept and self-awareness. Reichert (1970) provides a compendium of methods useful with adolescents for effecting self-awareness.

A *third* grouping of evaluation-related content will be explored in third quarter newsletter. This area of career and educational characteristics will attend to the developmental process effecting vocational choice.

The *fourth* and final unit in this series will deal with planning and deciding characteristics. For the time being, no references are suggested. As the date for these topics draws closer, more will be suggested. If you wish to have other references considered, please react in writing prior to the next session. Class dismissed!! Be sure to pick up the handout on references!

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CAREER EDUCATION CONSULTANTS: Dr. Gerald Dudley, Director; Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith, Jr.

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Osceola, IN 46561

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Indiana University at South Bend
1205-09 South Greenlawn Avenue
South Bend, IN 46615
Phone: Area 219-289-2851

Career digest

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Funded by the Vocational Education Division, Department of Public Instruction, Indianapolis, Indiana 46204

Career Education . . . Does Anybody Hear Me???

In one of his memorable presentations, Carl Rodgers describes for his listening audience the despair that can be experienced by most of us. In this instance he encourages people in the "helping professions" to help individuals become more in touch with themselves and others.

It got some of us at the Center wondering if some educators attempting career education projects might not be disparaging at such questions as "Does anybody care about what I'm doing? . . . Is anybody doing anything about helping? . . . Does anybody hear me?"

The Digest posed some of these questions to several of the most influential men dealing with career education. To be found in this issue include:

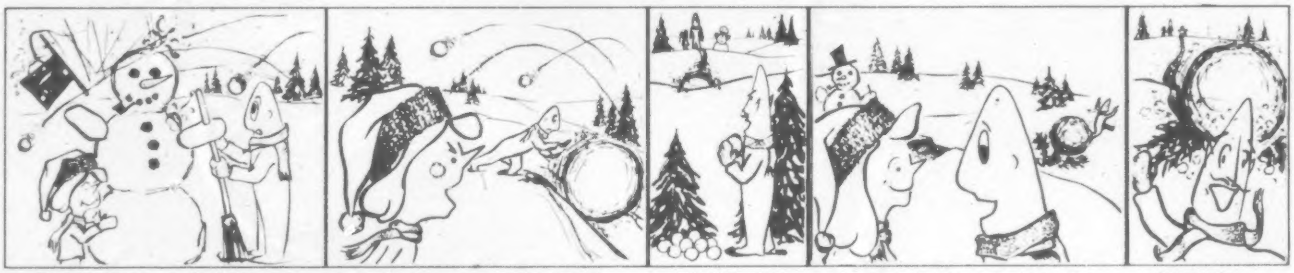
Washington View . . . . Senator Birch Bayh
Office of Career Education . . . . Dr. Kenneth Hoyt

Plus our regular features:

The Adventures of Captain Career . . . . Roger Penrose
Center Services . . . . James Meuninck
For The Asking . . . . Kim Powers
For Example . . . . Kim Powers
The Career-Relevant Measurement and Evaluation Seminar . . . . Gerald Dudley

CAREER TREK

. . the continuing episode of Captain Career and his fight against Lack of Resources, Boring Curriculum, and the disbelievers of Career Education.



(Captain Career and Jenny Job had just completed their first snowman of the season, when snowballs began to pelt their creation... It was Wa!)

"Build your own snowman, Wa, and leave ours alone!"

"NO WAY! Work of any kind is bad news."

"It seems Wa has changed his mind about work, he's working mighty hard right now."

(Run Wa Run,
See Wa Run,
See Wa Work,
Work Wa Work!)

INDI
CAR
RESO
CEN

The Honorable Birch Bayh
The United States Senate
Washington, D. C. 20515

Recently the *Career Digest* contacted Senator Birch Bayh of Indiana and asked him to respond to several concerns about the future of career education. In his response, the senator's first comments concerned the educational fiscal picture, he stated:

> Public schools in all parts of the country are in serious financial trouble. According to the U. S. Commissioner of Educations Ad Hoc Group on School Finance, most of the nation's 17,000 school districts are finding it increasingly difficult to obtain adequate funds from the resources available to them. This is leading to cutbacks in regular teaching positions and in the number of courses offered.
>
> This does not paint an encouraging picture for education in America in general, or in Indiana in particular. Despite the fact that during this economically troubled time, we must make every effort to cut back on needless government spending, the one area that we cannot short change is education. Unfortunately, this is happening. During the last year, funding for education was cut back by $300 million. Money cut from the education budget is a thoughtless savings of dollars and means a retreat from out commitment as a nation to provide this and future generation of American children with the best education possible from kindergarten to professional schools.

Directing his comments to the future of career education, the senator continued:

> In addition to being strong in my commitment to the general principle of federal aid to education, I have always been committed to the development of viable career education programs in our nation's schools. I felt strongly enough during this time when it is in vogue to slash funds, to request the Senate Appropriations Committee to make an additional appropriation of $10 million for the development of public service fellowships at our nation's vocational and graduate schools.
>
> The time has come when we must put more emphasis on the development of career education, not less. The Federal Government, state and local agencies must cooperate in a joint effort that will bring the benefit of career development programs to the students of Indiana and to the nation as a whole.

We would like to take this opportunity to thank Senator Bayh for his comments to the *Digest*, and for his continuing effort on behalf of career education. ■

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and Adult Education

The concept of career education has been discussed by various groups for a number of years. Various approaches have been attempted by schools and groups across the country to implement career education practices and principles into the school's curriculum. In most cases, however, it has simply been an "add-on" or at best a partial infusion at selected grade levels and subject areas. No one has suggested as bold of an educational reform as Ken Hoyt, Director, Office of Career Education, United States Office of Education.

The following are excerpts from a speech Dr. Hoyt delivered to the State Directors of Vocational Education in Columbus, Ohio, on September 26, 1974. In the speech he speaks about some of the realities of the present development of career education.

In the first part of his speech, Dr. Hoyt steps back to take an objective view of career education today:

> Since coming to USOE in February, 1974, I have had opportunity to gather some data, study other data, and observe much regarding career education in the United States. Here, without boring you with statistics, I would like to summarize the current status of career education as it now seems to me. The total picture demands that I give you both some positive and some negative perceptions.
>
> In a positive vein, I think it is safe to say the following: (1) Local school enthusiasm for career education is greater than that seen at the SEA level, but SEA efforts are greater than the current federal efforts; (2) Good consensus exists among career education leaders at the national, state, and local levels regarding the basic nature, goals, and implementation strategies for career education; (3) Some positive evidence related to the effectiveness of career education is now present; (4) The professional literature voicing opinions regarding career education continues to be more positive than negative; and (5) The financial base for support of career education has been extended beyond that derived from vocational education monies. Data are available to substantiate each of these observations.
>
> I see no sign that interest in or enthusiasm for career education is on the decline. True, the sources of interest and support have shifted somewhat during the last three years, but that is another matter.
>
> On the negative side, it seems to me that we must face the following kinds of sobering facts: (1) Implementation of career education has occurred primarily

FOR EXAMPLE

Kim Powers

During the 1972-73 school year, a low frustrated moan became the loud hue and cry of many teachers at Pierre Moran Junior High School in Elkhart, Indiana. "Why is it," they asked themselves and fellow faculty members, "that so many, many of the over nine hundred students in seventh, eighth, and ninth grade cannot or will not read the material presented in their various classes"? Deep concern and a "let's find out" attitude prevailed among most of the faculty and administration.

Thus, permission was given to administer a diagnostic reading test to youngsters who were in the seventh and eighth grades in the spring of 1973. Because they would be leaving the Moran building in several months, ninth graders were not tested.

After studying various tests, a group of administrators and teachers decided on the *Bond-Balow-Hoyt Silent Reading Diagnostic Test*. Even though comprehension was not checked in this particular test, it would serve the staff's purpose of determining the basic skills the students were weakest in or lacked completely.

The results of the testing shocked everyone concerned. Because of the large number of seventh and eighth grade students reading below the 4.9 grade level, staff members decided to find a program for these students who would be in the eighth and ninth grades in September of 1973. Since the scores of some of the tests were in negative numbers, as well as many on first and second grade levels, the teachers had a real challenge facing them.

Finding a meaningful program for junior high school age youngsters that would pinpoint and teach skills they had not mastered proved to be an almost impossible task. Teenagers are not much interested in reading about small children, dogs, cats and horses. The longer the staff searched, the more frustrated they became.

During this same time period, the school served as a pilot school for career education. Would it be possible, the staff wondered, to write their own program using careers and local employment as a basis for stories that would interest their young students? After each story, they could focus on a particular skill and reinforce this skill in supplementary and review material.

The Moran staff decided to approach the Elkhart Career Education Planning Staff and received the encouragement they needed. ELCEP provided secretarial help, necessary supplies, and transportation for field trips to places that were studied in the individual stories. The job of the Moran teachers was to write the program and that they did.

During the summer of 1973, two novices wrote, edited, and rewrote two books. There are five units in each book with each unit containing six stories. The first unit in the first book is titled, "We Meet the Fuzz." It is about the police department — not just any police department — but the one that is located in the local community. Sergeant Brewton, who is a resource officer for Elkhart Community Schools, figures prominently in the first unit. All the students know Sergeant Brewton and can identify with him. First names of youngsters from the school are used and (sometimes) recognized by the students.

Each story opens with a vocabularly taken from the story itself. The students go through the vocabulary first, using either dictionaries or the context of the specific word in that story, to decide on one definition. The definition is written on the board and the students then copy it in their individual books. Once the vocabulary is completed, the students take turns reading the story aloud. After the story is read, the students have a word skill exercise to complete, based on the individual story, and a comprehension check about it. The word skill exercise varies with each story. It ranges from the sounds of letters and blends of letters to such things as syllables and root words. Supplementary exercises are included at the end of the unit to reinforce any skills that have been taught in the six stories. Once the stories and their exercises have been completed, there is a review on all of the word skill exercises and comprehension checks that appeared in that unit. Finally, each unit has some type of writing exercise. The students work on simple sentences, their structure, questions, paragraphs, punctuation, and different areas that are connected to these. At the end of each book there is a review test on all five units and a complete alphabetized list of the entire vocabulary for the whole book.

The original intent was to use the first book the first semester and the second book the second semester, but in reality it didn't work that way. It took all of one school year to cover approximately 250 pages of the first book. Points are awarded for each part successfully completed in the consumable books. This year the students, who completed the first book as eighth graders, are using the second book as ninth graders.

Since evaluation is an important part of any experimental program, students were retested during the spring of 1974. Moran teachers were impressed with the results. While a very few youngsters scored exactly the same (these were all youngsters with attendance problems), the staff reported gains in reading level of six months to three years and three months.

Because of the tentative success of the first year of this experimental reading program, it was decided to include — in this second year — students coming into the seventh grade. Tests were given last spring to youngsters in the sixth grade feeder schools. Statistics for this year's enrollment in the program are as follows:

7th grade — 79 students
8th grade — 89 students
9th grade — 65 students

The Moran staff working with this experiment is enthusiastic. They see a program that is working. More importantly, they savor the satisfaction that a student feels when he really understands a skill and can use it.

If you're looking for a reading program for junior high school age students that is easy to teach, grade, and evaluate, forget this program. However, if you are really concerned about the lack of basic reading skills your students have, you might want to write a program that is meaningful for them. Unless all youngsters learn these basic reading skills in school, they are lost.

For further information contact:

Ms. Patricia Malia
Ms. Margaret Chilcott
Pierre Moran Junior High School
200 W. Lusher
Elkhart, Indiana 46514 ■

CENTER SERVICES

by Jim Meuninck

The past four months has seen the continuation of ongoing programs, the development of new ideas, and the promise of more to come. For additional information concerning the following list of services, please write to, Indiana Career Resource Center, 1209 S. Greenlawn Avenue, South Bend, Indiana, 46615.

Multimedia:

— *Dawn to Dusk I and II* explore the affective nature of career education. The films provide visual experiences of career education in action. They demonstrate the effectiveness of career education as a means of modifying behavior, developing self-awareness and occupational awareness by providing the kind of relevent education in our schools that approaches, the needs of our youth. In addition, the films demonstrate the techniques of implementing career education into the curriculum while sharing with the audience the expressed feelings of teachers and students involved in career education projects. Already a vital part of the Center's inservice training program, *Dawn to Dusk* is available for independent screening and purchase.

Dawn to Dusk I — Elementary school level — 16mm color — 3 day rental $10.00, purchase $175.00.

Dawn to Dusk II — Secondary school level — 16mm color — 3 day rental $10.00, purchase $175.00.

Bibliography:

— *Resources For Career Development* is an annotated bibliography containing hundreds of multimedia selections useful to teachers, counselors, and students at all levels of education — elementary through adult. Its use is facilitated by three Indices-At-A-Glance that divide the materials by curriculum, grade-age level, and career goals. This bibliography is available free of charge to Indiana educators. Interested out-of-state requests will be charged a $4.00 print recovery cost. ■

The Career-Relevant Measurement and Evaluation Seminar

Gerald Dudley

Welcome to the New Year and the second session in this seminar relating to the measurement aspects of career education. I trust you have had the opportunity to glance over the bookshelf of references I suggested at our last meeting. They are the foundation ideas that set the conceptual structure for considering measurement and evaluation processes.

Today I want to go beyond that basic information to help you consider a specific area that many practitioners and researchers have considered relevant to the career maturity process. Whenever models for career education are developed, printed, and read, a thread of commonality that runs through them deals with an individual's *self*. This is the area to be addressed in this session and it is my hope that each of you can use this as a springboard to develop or obtain appropriate measures for your local consideration.

2ND and FINAL NOTICE

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An examination of the outcomes to be shaped by the intervention of career education programs across this country shows *self-awareness* to lead the list. If the magnitude of this agreement among program developers is as great as the available sample of goal statements would allude, it seemed important to begin this measurement series at that point.

Several questions occur in regard to the attention on student self-concept. First, are there any data to show the self concept highly correlated to success factors in life and more importantly, in school? Second, if it is an important variable in the developmental life of humans, is there agreement on ways to measure it? Third, does this measurement provide an appropriate basis to help educators understand students, or should the measurement serve as a reflection against which the student can make internal judgments? Fourth, whenever an educator or student, or both, have a measured fix on the self concept, are there ways to bring about appropriate outcomes that enhance the results of later measurements in this area?

As an abbreviated response to the first query, the voluminous research programs of both Fitts (1972)* and Brookover (1965)* have shown that an individuals perception of the many facets of his own being may set the limits of that person's accomplishments and activities. We are, therefore, what we believe ourselves to be and the results of investigations in this area would support that notion.

To the other questions, less-than-complete answers can be attempted in this session, but you are free to explore the area further on your own. The *method* of measurement must consider two important parameters that have at least two elements each.

The first of these parameters relates to the *content being measured*. Typical content includes the human attributes of interest, personality, need for achievement, aptitudes, interpersonal relations, etc. From an application sense the student's understanding of these attributes and his ability to describe himself in this context may be additional areas to measure. Additionally, and more important, may be the measurement of actions that a youth takes as a result of his new self-awareness. If this action leads toward self-enhancing outcomes we view it as good. If it leads to self-deflating and defeating outcomes, the measurement activity will have had inimical results. It seems to me we must be ever so responsible in any measurement activity to assure ourselves that the interpreted results do not add one more "I thought so" to that youth whose life is already filled with more defeats than any human should have to cope with.

This leads to the second parameter, the *measurement process*. Whether the process should relate to youth-perceived or internal frame of reference, or to the educator observation of external views of perceived self concepts is an important consideration. Perhaps a combination of both would aid in any attempt to develop the self concept of youth.

I would be remiss if I did not suggest some already available instruments for use in this career development area and these will be followed by a list of references to consider prior to our next session. The tests are simply included because of the frequency of their appearance in the research literature and not as a result of this author's work with them.

1. The *Tennessee Self-Concept Scale* by William Fitts, Dede Wallace Center, Nash[illegible], Tennessee.

> at the K-8 level with much less emphasis in our senior high schools and very sparse emphasis at the community college, four year college and university, or adult education levels; (2) The quantity of the career education effort has far out-stripped its quality; (3) Career education remains largely a matter of over-promise and under-delivery for such special segments of the population as the poor, the physically and mentally handicapped, minorities, the gifted and talented, and for females; (4) Large segments of the professional education community remains distrustful of career education — and large segments of the general public have not yet even heard of it; and (5) The true collaborative effort — involving the formal educational system, the business-labor-industry-professional-government community, and the home and family — called for by career education has yet to take place.

Dr. Hoyt does not ask the audience to disparage over the negative perceptions. Rather, he asks for a positive approach toward their eventual solution. Dr. Hoyt suggests that part of the solution lies in eliminating misunderstandings and negative attitudes that drag on career education progress. He states:

> The common criticisms of career education voiced in the literature grow basically out of misunderstandings. They include such charges as the following: (a) Career education is anti-intellectual; (b) Career education will lower our standards; (c) Career education is anti-humanistic; (d) Career education is trying to keep students out of college; (e) Career education is a subterfuge for the expansion of vocational education; (f) Career education will mean tracking of students; (g) Career education hasn't been clearly defined; and (h) Career education is inviting external control of our schools. Each of these charges can be and has been answered (Hoyt, 1974).
>
> The problems I want to discuss here have not, to date, verbalized as part of the career education controversy. In effect, they constitute what might be considered the "hidden agenda" of resistance. I have serious questions regarding how each should be solved. I want here to specify the problems and seek your assistance in solving each.

Among the several problems cited by Dr. Hoyt were: (1) "Where's the money" attitude, (2) "If I can't control it, I'm not interested" attitude, (3) "What's Mine is Mine" attitude, and (4) "What's in it for me?" attitude. Dr. Hoyt addresses himself to each of these attitudes and puts particular emphasis on the last. Attempting to personalize the promise of career education for the audience, and taking a look at the delivery on those promises, Dr. Hoyt said:

> The entire research base of the psychology of motivation is illustrative of the fact that no mortal person engages in endeavors that promise no hope of personal benefit. For career education to seek the collaborative efforts of all education personnel, personnel from the business-labor-industry-professional-government community, and from the home and family structure demands that each segment see some sensible answer to the "What's in it for me?" question. The obvious danger, with a movement such as career education which is still young, weak, and undernourished, is one of over-promise and under-delivery. What can and should we promise to those we seek to involve in career education?
>
> To date, our promises have been much more prominent than our products. Among the promises we have made are the following.
>
> — We have promised teachers that, if they follow a career education approach, both they and their students will enjoy school more.
>
> — We have promised vocational educators that career education will raise the status of vocational education and that vocational education will become a true *choice* to be considered by all students.
>
> — We have promised counselors that, in career education, they will have a key and crucial role to play that will increase both the need for and the status of counselors.
>
> — We have promised the business-labor-industry-professional government community that a career education emphasis will result in more persons leaving our educational system equipped with work vocational skills, with good work habits, and with a desire to work.
>
> — We have promised students, at all levels of education from the elementary school through the university, that a career education emphasis will help them discover a more meaningful set of reasons for learning.
>
> — We have promised the humanists in education that, by including unpaid work as well as paid employment in the career education concept, career education will have a humanizing, rather than a dehumanizing, impact.
>
> — We have promised the liberal arts educators that we will emphasize education as preparation for work as one among several basic goals of education in ways that neither demean nor detract from other goals.
>
> — We have promised minorities, the economically disadvantaged, the physically and mentally handicapped, the gifted and talented, females, and adult education students that career education is intended to meet their needs to find work that is possible, meaningful, and satisfying to them.
>
> We have promised all of these things because we have faith that career education can, indeed, deliver on each of these promises. People have believed us and, according to CCSSO preliminary data, approximately 5,000 of the 17,000 school districts in the United States have initiated some form of career education effort. Yet, the hard truth is that, three years and over 60 million dollars of expenditures later, we are essentially still asking all of these groups to accept career education on the basis of our faith in this movement.

Giving a tip of the hat to the work of the National Association of State Directors of Vocational Education, Dr. Hoyt makes it quite clear of his earnest desire for suggestions and help from that organization. He concludes:

> The National Association of State Directors of Vocational Education has, since the inception of career education, played a key leadership role in both the conceptualization and the implementation of career education. As a result, the career education movement has evolved in ways that closely approximate the conceptual view contained in the Association's 1971 Position Paper on Career Education. That paper has served as one of my "bibles" in my efforts to further career education. It is now time to assess the results and to decide whether or not the 1971 position of the Association should be re-affirmed or revised. I hope that these remarks may be helpful in making such an assessment a reality.

The staff at the Indiana Career Resource Center would like to thank Dr. Hoyt for his contribution to this issue of the Career Digest, and add our congratulations for his enthusiastic leadership in the career education movement. ■

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FOR THE ASKING

Kim Powers

This *Career Digest* theme, "Does anybody hear me?" has been answered by some sectors of the business and industry community. A number of professional and trade organizations have recently developed and disseminated materials on their particular industries. Included in these materials are background information on the industry as well as sample classroom activities and units.

The following materials can be obtained free by writing directly to the address given with the title.

— "Massachusetts Men Against the Sea, the Exciting Saga of Yankee Fishermen," Massachusetts Seafood Council, Fish Pier, Boston, Massachusetts 02210.

In a comic book format, this publication describes the fishing trade "of then and now."

— "The Story of Glass Containers," Glass Container Manufacturers Institute, Incorporated, 1800 K Street, N. W., Washington, D. C. 20006.

This pictured booklet contains four parts: Part I, Bottles and Jars; Part II, How Glass Containers Are Made; Part III, The History of Glass; and Part IV, Glass Bottles and the Environment. Each part lists from five to ten classroom or classroom-related activities.

— "Career Awareness Through Textiles," a resource unit, American Textile Manufacturers Institute, Education Department, 1501 Johnston Building, Charlotte, North Carolina 28281.

To help in beginning a textile industry unit in the classroom, this institute offers some material: background information on the industry and its multitude of occupations; suggested approaches to lead into the project; and a variety of activities that can be integrated into the on-going curriculum.

Also available from the American Textile Manufacturers Institute are the following titles:

"101 Textile Terms"

"How Textiles Are Made"

"The Wonderful New World of Textiles"

"In Textiles, A Career Comes With Every Job"

"Mankind's Magic Carpet"

"Textiles from Start to Finish." ■

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Career digest

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Career Education, Concerns For Special People

Creating the right environment and the right opportunity for persons to live up to their potential, has been a major goal for most educators. Once this atmosphere has been successfully created in a classroom, or a school building, it has been observed that people begin to demonstrate unique talents and capabilities. If the educator has been fortunate enough to provide such a success oriented environment, the scene is set for learning experiences for *all* students.

Traditionally, however, this does not always take place. The classroom which is supposed to be the great equalizer of unequal backgrounds and unequal opportunities has become the place where some children are taught indirectly not only not to compete, but to fail. Dr. William Glasser and others have observed and reported on this situation on a number of occasions.

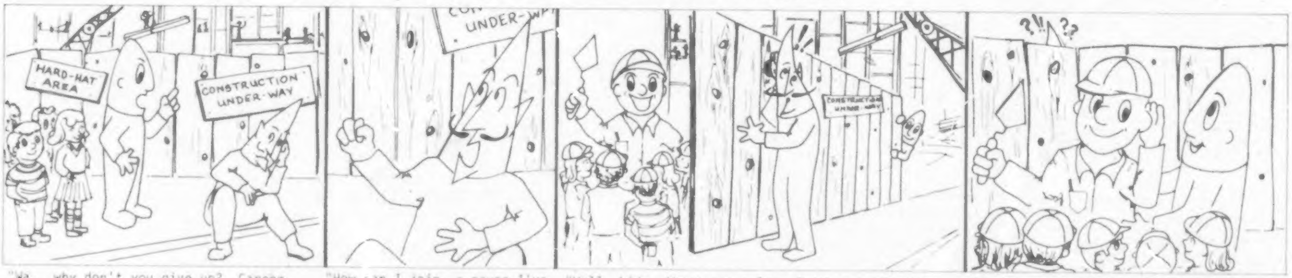
In this issue of the Digest we will read of two groups of special people that are not provided for in the traditional sense of educational accomplishment. They are people struggling with labels given to them by a narrow definition of education.

The authors in the articles to follow are people in search of ways to broaden the meaning of career success. They include:

"Old Friends;" A New Partnership . . . . *Dr. Curtis L. Leggett*
Sex Roll Stereotyping and School Programs . . . . *Dr. Marcia Sheridon Kimmel*
Sex Fair Guidance Practices . . . . *Dr. Marianne H. Mitchell*
Career Option For The Handicapped . . . . *Dr. Allen M. Parelius*
Center Services . . . . *Kim Powers*
New at the Center . . . . *Kim Powers*
For Example . . . . *Kim Powers*
On Your Tintype . . . . *Staff*
The Adventures of Captain Career . . . . *Roger Penrose*

CAREER TREK

. . . the continuing episode of Captain Career and his fight against Lack of Resources, Boring Curriculum, and the disbelievers of Career Education.



"Wa, why don't you give up? Career Education is destined to win out over Work Alienation. Come along on our field trip to the construction site. Perhaps you'll discover the real value of career education."

"How can I join a cause I've fought against all this time? No, thanks! You'll never catch me exploring the world of work."

"Well, kids, there are a lot of job opportunities, and its really exciting to watch all these new buildings going up, and...!!"

"Could you speak just a bit louder? I want to make sure Wa hears what you have to say."

Dr. Marcia S. Kimmel
Assistant Professor
of Education

Sex Role Stereotyping and School Programs

Dr. Marcia Sheridan Kimmel

"What are you going to be when you grow up?" Certainly we have all asked and have been asked that question. What is more important is the way we learn to answer it. If a girl watches enough television, sees enough movies, and reads enough books, she will learn that the primary role society offers her is marriage and motherhood. With the exception of a few socially accepted "temporary" careers such as teaching, nursing, and social work, college for a woman is the place to refine her man-hunting skills so as to effectively snag her "catch" — marry, have a family and live happily ever after.

There is a growing number of educators who believe that schools should be responsible for preparing people for life outside the classroom walls. In preparing anyone for life there are a few essentials which all of us must provide for ourselves — food . . . . . and clothing. The usual way one does this is through work, though often our school books give the picture that work outside the home is performed only by males.

In our school readers little boys, both human and animal, perform feats of daring-do, exhibiting bravery, heroism, and ingenuity while females cheer them on from the sidelines. Little girls, when we see them, are usually preparing for domesticity, suffering mishaps and humiliations and are generally pictured as unable to meet the challenges facing them.

In our school books it is men who make history, write literature, and build civilizations. Women's absence, we are to infer, has been due to the demands of her domestic role. Even in the math books used in schools when a female appears in a problem she is either measuring ingredients for a recipe or preparing a shopping list.

Despite this apparent obsession with "kuche, kirche and kinder," in reality women do manage to get outside the home. More than 38% of the total work force in this country consists of women. Over one-half of the young women today will work fulltime for 35 years or more. The question then remaining is what must we do to prepare young women for the strong possibility that they will not only be in the kitchen, but the work force as well.

The first step is to provide textbook materials which depict both sexes as competent in a variety of roles. While the proposed guidelines for Title IX of the Education Amendments Act do not prohibit sex discrimination in textbooks, the purchasing power of the dollar can affect publishers' motivation to produce non-sexist materials. There is already some indication that publishing companies are making efforts to eliminate sexist stories and language from some texts.

Women's history and literature is in the process of being rediscovered and hopefully will in time become part of the regular course of study in school curricula.

The career education movement is one of the most promising areas in increasing women's career choices. From the time children first enter school, a well conducted career education program can begin to offer numerous career options. There are few jobs which legitimately can only be filled by one sex. By providing non-sexist career education materials with role models of both sexes, young women can begin to prepare academically for a variety of careers which may have been traditionally male.

While non-sexist curriculum materials are an important part of equalizing educational opportunity for both sexes, the critical element is the teacher implementing these materials. Much in-service work needs to be conducted to make teachers aware of the subtle ways in which we unknowingly perpetuate the traditional roles of the sexes. We need non-sexist materials, but we need them in the hands of teachers who realize the importance of breaking down the traditional sex role barriers in order to provide new opportunities for both sexes. ■

Dr. Marianne H. Mitchell
Associate Professor
of Education

SEX FAIR GUIDANCE PRACTICES

Dr. Marianne H. Mitchell

A series of S.E.G.O. workshops are currently being concluded in the State of Indiana in conjunction with the Sex Equality in Guidance Opportunities Project (S.E.G.O.), funded by the United States Office of Education under a contract to the American Personnel and Guidance Association. The Indiana workshops represent a segment of a nationwide effort aimed at providing technical assistance to elementary and secondary school counselors and other related educational personnel for recognizing and changing the limiting and often detrimental effects which sex role stereotyping has in preventing individuals from developing and utilizing their full potential.

Since counselors and other educators are key individuals in the motivation and guidance of students, especially in educational and career decision-making, the programs which they develop and the materials which they use should obviously be free of sexual bias. However, because of the subtle nature in which many stereotypic expectations of appropriate sex role behaviors are conveyed, it was determined that a nationwide series of workshops would be an effective technique for reaching these key educational personnel for discussions of this concern.

"The Sex Equality in Guidance Opportunities Project has developed a Multi-Media Kit for the State Trainers to use in the local workshops. The Kit contains nearly 100 items of printed material on subjects related to the purposes of the Project. The Kit also contains A Chance to Choose, a new filmstrip on sex fair guidance produced by the Project. Also included in the Kit are lists of organizations, publishers and reports which provide helpful information and materials in regard to sex bias."[1]

[1] Letter received by author written by Mary Ellen Verheyden-Hilliard, Director, Sex Equality in Guidance Opportunities Project, 1975.

The anticipated outcomes of the Project are as follows:

(1) An examination by counselors and other educators of their attitudes and those of their colleagues in terms of sex role bias.

(2) An increasing of the awareness of sex role bias and the necessity of dealing with this issue in counseling and in the materials which are used in counseling, such as career development information; standardized testing instruments; recruitment and placement materials; recommendation forms; and military and collegiate recruitment announcements.

Awareness should be a constant on-going process not limited to just periodic spot checks. Further, it is not enough to be simply aware . . . counselors must *act* if these desired changes are to take place.

(3) Counselors may be active in setting up modules for training others in the causes and effects of sex role stereotyping and hoped-for corrective action. Modules could also be developed for students which provide assertiveness training; career planning; and investigation of the impacts of the changing roles of men and women.

Finally, with the increased emphasis on the counselor's role in career development, guidance and placement, it is important that they actively seek to expand the career options for all youth regardless of sex. A variety of studies such as Prediger, Roth and North (1973) and Greenberg (1972) have clearly concluded that striking sex differences occur at all age levels in terms of occupational preferences. In other words, even among youths themselves from a very early age onwards, there is a tendency to consider many occupations as appropriate for only one sex. The counselor's role in changing this viewpoint is obvious and significant.

Counselors who have not had the opportunity to participate in the S.E.G.O. workshops may find the following suggested reading of interest:

Broverman, I. K., et. al. "Sex Role Stereotypes and Clinical Judgments of Mental Health." *Journal of Consulting and Clinical Psychology*, February 1970, *34*, No. 1, 1-7.

Pietrofesa, J. J. & N. K. Schlossberg, Counselor Bias and The Female Occupational Role. Detroit: College of Education, Wayne State University, 1970 (ERIC abstract CH 006-056).

Thomas, A. H. & N. R. Stewart, Counselor Response to Female Clients With Deviate and Conforming Career Goals. "*Journal of Counseling Psychology*, 1971, *18*, 352-357.

The Counseling Psychologist. Volume 4, No. 1, 1973. (The entire issue is devoted to "counseling women".)

REFERENCES

Greenberg, S. B. "Attitudes Towards Increased Social, Economic and Political Participation by Women as Reported by Elementary and Secondary Students." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972. (ED 061 538).

Prediger, D. J., et. al. "Nationwide study of student career development: Summary of results." Iowa City: Research and Development Division, The American College Testing Program, November, 1973. (ACT Research Report No. 61). ■

Curtis L. Leggett, Ph.D.

CAREER EDUCATION AND SPECIAL EDUCATION: "Old Friends;" a New Partnership

Curtis L. Leggett, Ph.D.
Assistant Professor of Education

There is a long history of literature in special education which relates to the concept of career development. While some of the early writings in special education on the subject were narrowly focused on vocational preparation, there has always been an acknowledgement of the long term process of career education. This development, as viewed in the special education literature, occurred along a loose continuum of self awareness, awareness of others, and career awareness.

Special education has been, by definition committed to the development of the whole child. The catch phrase "build on strengths while remediating deficits," has become central to the educational planning for the exceptional individual. Also, it has long been recognized in special education that self awareness and the development of a healthy self concept were critical to the understanding and appreciation of self as it relates to education and the world of work.

It has been basic to special education programming to provide experiences that allow for the special student to become aware of his or her own interests, aptitudes, and capabilities. These experiences provide the student with an understanding of the educational requirements and personal attributes necessary in many career areas. This understanding allows the individual to begin to see more clearly the value of education.

This focus on the development of the "whole child" is also clearly cited in the growing literature on career education. In his review of historical foundations of career education, Edwin Herr (1972) cites a statement parallel to those cited above:

"First, a clear understanding of yourself, aptitude, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work." (Parsons-1909, p.5)

It is clear, even from this brief look, that career education and special education share a long established understanding and commitment to the development of a more personally integrated individual (self, interpersonal, vocational).

This "friendship of commitment" seems now at a new and important crossroad. With the growing acceptance of the shared goals of career education and special education, and with the growing call for more meaningful integration (mainstreaming) of the exceptional child into ongoing regular education programs, the time seems right for a new partnership.

This could be a partnership based on historically held ideals as well as the common acknowledgement that it is important to explore the feeling and attitudes of the learner, the human elements, as well as simple descriptions of jobs and job settings.

This could be a partnership based on the understanding that since all people are different, so differences exist in motivation, in interest, in ability, and in other factors leading to job choice and success.

This could be a partnership based on the task of creative approaches to orient children toward the general nature of work, significant work attitudes, human aspects of work, the dignity of labor, and job characteristics calling for the integration and modification of curriculum concepts as well as modification in the traditional ways material is presented to children.

This partnership could be based on a shared desire between special education and career education to eliminate the artificial barriers between things personal, things academic, and things vocational.

It is being said that career education is going to be a vehicle for reforming the educational process. If this is to happen it will come through the cooperative efforts of personnel within local school systems. With this in mind, and with the sharing of common goals and objectives, it is appropriate that these two "friends," career education and special education, join together in partnership to provide a more meaningful educational experience for all children.

—

Herr, Edwin L., *Review and Synthesis of Foundations for Career Education*, ERIC Clearinghouse, Ohio State University, Columbus, Ohio, March, 1972. ■

Allen M. Parelius, D. Ed.

CAREER OPTIONS FOR THE HANDICAPPED

Allen M. Parelius, D.Ed.
Associate Professor of Education

Today, approximately twelve percent of the children and youth in our elementary and secondary schools are handicapped and in need of special instruction services. Although there is a mandatory law in Indiana (Rule S-1) requiring school districts to provide appropriate instruction for all handicapped pupils between the ages of six and eighteen years of age, far less than one-half are presently receiving any special assistance. The implication is, of course, that a large number of these pupils are failing to learn to read, write and compute and are thus developing negative self-concepts of themselves which will make the adjustment from school to work extremely difficult, if not impossible.

There is a growing number of advocates for the handicapped, composed primarily of parents of the handicapped and social science professionals, which are seeking to open educational and employment options for these pupils. Rather than relegate the deaf to body and fender work, the blind, to state or federal government candy-counter employment, and the mentally retarded to sheltered workshops, there are concerted efforts underway to task analyze a wide variety of job skills needed for employment and to readjust the school curriculum to teach these skills to the handicapped. With proper educational opportunities, it is quite possible for the handicapped to qualify for alternative careers in occupations that are presently closed to them.

The point to be made is simply that no longer must the handicapped be relegated to second-class, menial careers, for it is becoming quite obvious to many advocates of the handicapped that alternative careers are well within the abilities of many pupils who have various degrees of handicaps. Changes are rapidly approaching, aided by many of the civil rights decisions guaranteeing equal rights and opportunities for the ethnic minorities. What about the rights of the handicapped minorities?

The validity of expanded employment and career rights for the handicapped is based upon the assumption that given the opportunity to learn appropriate job related skills, handicapped pupils will be able to master a significant number of the skills and will, thus, develop positive self-images that will enable them to compete for a wide variety of career openings that can be adequately performed by the normal population as well as those who have various handicaps. The educational opportunities for the handicapped are today generally unavailable because (1) adequate finances for implementing mandatory special education services have not been appropriated, (2) the curriculum revisions necessary to prepare the handicapped for expanded career options are presently in the formative stages of development, and (3) special educators are uncertain as to how to effectively and efficiently implement the career education curriculum throughout the continuum of grades in order to promote maximum job skill acquisition for the various handicapped populations.

The record of dependability and consistency of the handicapped on the job has already been documented as significant for job retention. It is only a matter of time before the identification of other necessary and sufficient skills and/or attitudes that are needed to open career options and ladders for the handicapped is consummated. ■

FOR EXAMPLE

by Kim Powers

In keeping with this Digest's focus on special needs populations this column features an activity from such an elementary level classroom.

Though those who work with special needs youth populations indicate that the problems of these youth vary in nature and scope, most will agree that group process and functioning are difficult tasks for such students. Ms. Streich, a special needs teacher at James Madison School in South Bend, has been attempting throughout this year's activities and experiences to develop in her students individuals who can get along onewith another and work together as effective group members.

While working in a nutritions unit, she seized upon the opportunity for students to work together toward a culminating activity — an Easter dinner. She chose this particular activity because of student interest, in and the success of a smaller scale dinner at Thanksgiving. She also saw this dinner as an opportunity to have students begin to look at careers found in the food service area. This dinner, too, would allow her students a chance to apply their newly acquired nutrition knowledge.

(Continued on page 6)

"On Your Tintype"

COUNSELORS IN MICHIGAN CITY.
ONE OF OUR FAVORITE PICTURES
OF THE YEAR.

(Picture courtesy of News-Dispatch)

EDUCATORS SHARING CAREER IMPLEMENTATION IDEAS IN INDIANAPOLIS.

PREPARATIONS FOR EASTER DINNER
AT JAMES MADISON SCHOOL,
SOUTH BEND.

WORKSHOP IN NILES, MICHIGAN.

(Photo courtesy of Mr. Tom Ross)

Following is a daily activities outline of Ms. Streich's nutrition and food service unit:

March 3 — Began to study and discuss the basic food groups.
March 4 — Read *A Job For Joey.*
Began to plan an Easter dinner and discuss the jobs involved.
March 7 — Discussed the meaning of Easter.
Made Easter pictures for the wall.
March 11 — Reviewed and continued discussion on nutrition and nutritional habits covering such topics as: Why do we eat?; What do we eat?; What happens if we don't eat?; etc.
Studied and discussed formal invitations.
The class then decided on an invitation format and wrote invitational letters to parents and guests.
March 12 — Students delivered the invitations.
Discussed and decided upon the menu for the dinner, making sure it was nutritionally sound.
Students took responsibility for bringing in a food item.
March 13 — Notes taken home requesting food items for the dinner.
March 17 — 19 Students designed and made placemats.
March 18 — Students designed and made guest name tags.
March 19 — 21 Students made table decorations (rabbits from baby food jars and felt.)
March 19 — 20 Easter wall decorations were made.
March 21 — Made Easter baskets and ducks for the windows.
March 24 — The classroom group painted a "Welcome, Happy Easter" mural.
Made candy using Jell-O.
Boiled eggs and decorated them.
March 26 — Prepared dinner — made ham, jello, sweet potatoes, salad, green been casserole, coffee.
Set dinner tables.
Discussed and took responsibility for a duty — taking coats, passing out name tags, pouring coffee, getting milk refills, etc.
Talked about manners and etiquette.
Cleaned up following the dinner.

Welcome
Everyone
HAPP

March 27 — Followup discussion on the dinner.

In addition to the above aspects of Ms. Streich's unit, she also interspersed several films in her activities. Included were: Food From the Sea; Better Breakfasts, U.S.A.; Water From the City; Food From the Train to You; and, Good Health Begins with Good Nutrition.

As one can readily observe from Ms. Streich's plans, many curriculum areas were involved in this unit — health and safety, art, mathematics, language arts, and social studies.

Ms. Streich's objectives for this unit were: to have students function as group members in planning and preparing an Easter dinner; to have students put into practice their knowledge of nutrition and good nutritional habits; and to have students become more aware of the jobs involved in planning and preparing special meals.

As a result of this particular unit, Ms. Streich definitely feels that her students are now functioning much better in group situations. Cooperation on this dinner project has seemed to carry over into many other ensuing activities.

For further information contact:

Ms. Cindi Streich
James Madison School
832 North Lafayette Blvd.
South Bend, Indiana 46601 ■

NEW AT THE CENTER

by Kim Powers

As the female sex is the focus of this Digest issue, the "New at the Center" column shall feature materials relating to that theme.

With increasing attention being given to females and the world of work, many commercial publishers are rapidly developing and marketing materials on the subject. As these new materials have become available, the Career Resource Center has attempted to collect them and enlarge upon its resources in this area.

The following are just a sampling of the many resources that are now available about girls, women and careers. Indiana educators may obtain these materials from the listed publishers or on loan from the Indiana Career Resource Center. Out-of-state educators may contact the publishers for the materials.

PRINTED MATERIALS

ELEMENTARY

Challenge To Become A Doctor, the Story of Elizabeth Blackwell. Heyn, Leah Lurie. Child's Play, Brooklyn, New York, 1971.

Girls Can Be Anything. Klein, Norma. Child's Play, Brooklyn, New York, 1973.

I Can Be Anything You Can. Rothman, Joel. Scroll Press, New York, New York, 1973.

Mommies At Work. Merriam, Eve. Alfred A. Knopf, Inc., New York, New York, 1961.

Mothers Can Be Anything. Lasker, Joe. Child's Play, Brooklyn, New York, 1972.

Not Bad for a Girl. Taves, Isabella M. Evans and Company, Inc., New York, New York, 1972.

Saturday's Child: 36 Women Talk About Their Jobs. Seed, Suzanne. J. Philip O'Hara, Inc., Chicago, Illinois, 1973.

She Wanted To Read: The Story of Mary McLeod Bethune. Carruth, Ella Kaiser. Child's Play, Brooklyn, New York, 1966.

Shirley Chisholm. Brownmiller, Susan. Child's Play, Brooklyn, New York, 1971.

What Can She Be? Goldreich, Gloria and Esther Goldreich. Child's Play, Brooklyn, New York, 1973.
What Can She Be? A Lawyer.
What Can She Be? A Newscaster.
What Can She Be? A Veterinarian.

Women Themselves. Johnston, Johanna. Child's Play, Brooklyn, New York, 1973.

Women have always been wives and mothers, but there have always been some women who wanted to be more. This book has stories of some American women who chose to do just so. It is written about Abigail Adams, Ernestine Rose, Elizabeth Stanton, Harriet Beecher Stowe, and others.

SECONDARY

Ms. - M.D. Fenton, D. X. Westminster Press, Philadelphia, Pennsylvania, 1973.

Saturday's Child: 36 Women Talk About Their Jobs. Seed, Suzanne, J. Philip O'Hara, Inc., Chicago, Illinois, 1973.

Young and Female. Ross, Pat. Child's Play, Brooklyn, New York, 1972. With spirit, self-confidence and humor, eight American women tell of overcoming the limited roles traditionally assigned to girls.

ADULT/PROFESSIONAL

Career Counseling: New Perspective for Women and Girls. Business and Professional Women's Foundation, Washington, D.C., 1972.

Careers for Women in the 70's. Women's Bureau, U. S. Department of Labor, Superintendent of Documents, Washington, D.C., 1973.

Catalyst Publications. Catalyst, New York, New York. Catalyst publications are prepared specifically for women who are, have been, or expect to be, largely home-based while their children are young, and who want to undertake employment before, during or after that period. The materials include a self-guidance/self-awareness series, an education series and a career series.

- *Self-Guidance Series.* 1973.
  - *Planning for Work*
  - *Your Job Campaign*
    - *Career Opportunities Series.* 1973.
      - *Accounting*
      - *Advertising*
      - *Art*
      - *Banking*
      - *Communications*
      - *Counseling*
      - *Data Processing*
      - *Education*
      - *Engineering*
      - *Environmental Affairs*
      - *Finance*
      - *Fund Raising*
      - *Health Services*
      - *Home Economics*
      - *Insurance*
      - *Law*
      - *Library Science*
      - *Personnel*
      - *Psychology*
      - *Public Relations*
      - *Publishing*
      - *Real Estate*
      - *Recreation*
      - *Retailing and Fashion*
      - *Social Work*
      - *Travel Agent*
      - *Urban Planning*
- *Education Opportunities Series.* 1973.
  - *General Information for the Returning Student*
  - *Business Administration*
  - *Counseling*
  - *Environmental Affairs*
  - *Health Services*
  - *Law*
  - *Library Science*
  - *Psychology*
  - *Social Work*
  - *Teaching*
  - *Urban Planning*

Counseling California Girls. Education Committee, Advisory Commission on the Status of Women, Sacramento, California, 1974.

Handbook on Women Workers. U. S. Department of Labor, Superintendent of Documents, Washington, D.C., 1972.

How to Go to Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow. Schwartz, Felice N., Margaret Schifter and Susan S. Gillotti. Simon and Schuster, New York, New York, 1972.

Non-Traditional Careers for Women. Splaver, Sarah. Julian Messner, New York, New York, 1974.

Sexism in School and Society. Frazier, Nancy and Myra Sadker. Harper and Row Publishers, New York, New York, 1973.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Prepared by Sandra L. Bem and Daryl J. Bem. Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1973.

Women In Apprenticeship — Why Not? Manpower Research Monograph No. 33. U. S. Department of Labor, Manpower Administration, Superintendent of Documents, Washington, D.C., 1973.

Women in the Work Force. Katzell, Mildred E. and William C. Byham. Behavioral Publications, Inc., Morningside Heights, New York, 1972.

SOUND FILMSTRIPS

Career Mothers. Audiovisual Instructional Devices, 24-20 Little Neck Boulevard, Bayside, New York, 11360. This cassette-filmstrip program outlines the work and lifestyle of each of six working mothers as seen by her child.

- *Advertising Agency Executive*
- *Retail Clerk*
- *Nurse*
- *Teacher*
- *Commercial Artist*
- *Factory Worker*

Jobs and Gender. Guidance Associates, 757 Third Avenue, New York, New York 10017. This sound filmstrip program presents lively, in-depth interviews that challenge stereotypes about "men's work" and "women's work". Interviewed are a female carpenter, a male nurse, a female newspaper reporter, and a male early childhood/kindergarten teacher.

Women Today. Guidance Associates, 757 Third Avenue, New York, New York 10017. This program presents various women with strong, positive self-images who have made conscious life-choices. Through these women the viewer explores the many recent changes that have affected society's concepts of women and their role.

GAMES/SIMULATIONS

Edventure II. ABT Associates, Inc., Wheeler Street, Cambridge, Massachusetts 02138. Basically the game simulates the education market-place of the future (1981 - 2000). Learners are able to pick and choose from a wide range of options, based upon the role profile card they have been assigned. The game is for play by either a single player and counselor, or in small counselling groups of up to fifteen people. It is intended to demonstrate that a) the range of education options open now and in the future is very large; b) obtaining an education is a life-long process; c) types of education must be suited in content and teaching "style" to the type of individual for learning to be successful; and, d) failure as well as success, is a possible outcome of any learning attempt.

AUDIO TAPES AND RECORDS

On Women. Affective House, Box 95, Union, Michigan 49130. This series of talks is designed to spell out some of the problems that result from sex discrimination and look at ways to begin to solve these problems. Emphasis is placed on going beyond awareness and understanding, to focusing on actions to be taken.

The Center staff fully supports Dr. Kimmel's statement (see p. 2) that while non-sexist career education materials are extremely important in a career education program, the most critical elements are the teachers and/or counselors who use those materials. Not only do they need to be informed of the materials available, but they also need to be assisted in developing and implementing programs where these materials will be used effectively.

The Indiana Career Resource Center, through its services to Indiana schools, attempts to provide assistance with both of these objectives. ■

CENTER SERVICES

by Kim Powers

Throughout its existence the Indiana Career Resource Center has primarily focused its services on educators. But, as several Digest issues have indicated, the Center does provide assistance to other community groups. Included among those groups would be the girls and women of the local community.

Though the Center has and continues to conduct individual workshops and seminars with the YWCA, Horizon Girls and other such groups, the Center's initial organized involvement with this population came as a part of its observance of the 1973 National Career Guidance Week. At this time the Center invited community leaders to speak to a selected group of women and men concerning the current educational and occupational situation of girls and women in the local area. Speakers included representatives of the Chamber of Commerce, Indiana University at South Bend, the Indiana Employment Securities Division, and the Mayor's office.

One of the reasons for assembling this group was to assess local interests in the development of a Task Force on the Occupational Status of Girls and Women in the South Bend-Mishawaka area. Speakers, as well as audience members, expressed a strong interest in further pursuing the development of such a Task Force. They envisioned the purposes of the Task Force to be: 1) to identify problem areas which could interfere with the career development of girls and women in the community; and 2) to then locate possible sources of mediation and present those to appropriate groups with suggestions for action.

A larger group of individuals met in January of 1974 to develop and prioritize Task Force goals.

After looking at priorities, the Task Force decided to host a day-long public symposium on women and occupations. The purpose of this symposium was to: 1) facilitate increased communication among women's groups in the community; 2) gain a better understanding of the needs felt by area women for career assistance; and 3) gain a broad base of support for efforts to initiate a local career counseling center for women. Following a panel discussion on the importance of career development for women, participants had the opportunity to attend various workshop sessions. Concluding the day was a "Where Do We Go From Here?" session. At this time participants indicated a strong desire to organize a women's career counseling center in the local community.

After much planning, the Women's Career Center opened in the fall of 1974, with the objective of assisting women entering or re-entering the labor market or seeking to change or upgrade their skills or careers by providing career counseling, vocational testing and other supportive services to increase their chances of success in the world of work. Through a volunteer staff of professional counselors and trained para-professionals, these services are provided for local women. These staff members were required to attend and complete the Women's Career Center training program with which the Indiana Career Resource Center had involvement.

From the onset the Career Resource Center and its staff have been closely associated and involved with the Women's Career Center and its forerunner, the Task Force on the Occupational Status of Girls and Women in the South Bend-Mishawaka area. In addition to providing a physical meeting place for many of the Women's Career Center functions, the Career Resource Center also has supplied consultive services to this group. Career Resource Center staff members were involved in the planning of the Task Force and conducting of the symposium, and in the planning and establishment of the Women's Career Center itself. As the Women's Center moves beyond its initial six months of operation, the Career Resource Center continues to support, encourage and work closely with this vital component of "a total community approach to career education." ■

CAREER EDUCATION CONSULTANTS: Dr. Gerald Dudley, Director; Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith, Jr.

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Educational Service Center
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Indiana Career Resource Center
Coordinated by the Division of Education
Indiana University at South Bend
1205-09 South Greenlawn Avenue
South Bend, IN 46615
Phone: Area 219-289-2851

APPENDIX F

CETA CAREER DEVELOPMENT
AND TRAINING
WORKSHOP MATERIALS

CETA CAREER DEVELOPMENT WORKSHOPS

1st Session Schedule

Administrators, Counselors and Outreach Workers

WORKSHOP I - ORIENTATION TO CAREER EDUCATION

January 22, 1975 3:30 - 7:00 ICR CENTER Greenlawn Ave.

1. Introduction to the Basic Concepts of Career Education.
2. Introduction to Indiana Career Resource Center.
3. Career Awareness Activities Involving All CETA Participants.
4. Overview of Career Development Materials and Services Available Through the ICRC.
5. Overview of Workshop Series.

WORKSHOP II - USING CAREER DEVELOPMENT RESOURCES

January 29, 1975 3:30 - 7:00 ICR CENTER Greenlawn Ave.

1. Overview of Career Development Resources and Their Uses.
2. "Hands-on" Resource Centers:
   a) Printed materials
   b) Films, filmstrips, slides and audio tapes
   c) Games and Simulations
   d) Kits

WORKSHOP III - INTERACTION SKILLS

February 5, 1975 3:30 - 7:00 ICR CENTER Greenlawn Ave.

1. Human Relations Techniques.
2. Group Processes.
3. Life Planning.

WORKSHOP IV - TESTING AND ASSESSMENT

February 12, 1975 3:30 - 7:00 ICR CENTER Greenlawn Ave.

1. Overview of Career Oriented Tests.
   a) Take sample tests
2. Non-verbal Interest Testing.
   a) V.I.S.I.O.N.
3. Other Career Assessment Techniques.
   a) Occupational View Deck
   b) Hands-on Assessment

ON-SITE OBSERVATIONS

Between Workshops II and III, all consultants will spend one day on the job with various manpower specialists to acquaint them with the "on line" activities of the various specialists. A de-briefing session will be held by the consultants following the observation day to share learnings from the on-site visits.

FOLLOW-UP CONSULTATION

At the conclusion of the workshop series, the consultant staff will be available to spend a maximum of two days per consultant with the CETA specialists to assist "on the job" in the implementation of career education concepts and activities explored in the workshops.

CETA CAREER DEVELOPMENT WORKSHOPS

2nd Session Schedule

Urban League Work Orientation Personnel

WORKSHOP I - ORIENTATION TO CAREER EDUCATION

February 26, 1975 1:30 - 5:00 ICR CENTER Greenlawn Ave.

1. Overview of Workshop Development and Indiana Career Resource Center Expectations.
2. Introduction to Indiana Career Resource Center and Materials Packet.
3. Career Awareness Activities involving CETA Participants.
4. Introduction to Basic Career Education Concepts.
5. Materials and Resource Overview.

WORKSHOP II - USING CAREER DEVELOPMENT RESOURCES

March 5, 1975 1:30 - 5:00 ICR CENTER Greenlawn Ave.

1. Overview of Career Development Resources and Their Uses.
2. "Hands-On" Resource Center:
    a. Printed materials
    b. Films, filmstrips, slides and audio tapes
    c. Games and Simulation
    d. Kits

WORKSHOP III - INTERACTION SKILLS

March 12, 1975 3:30 - 7:00 ICR CENTER Greenlawn Ave.

1. Human Relations Techniques.
2. Group Processes.
3. Life Planning.

WORKSHOP IV - TESTING AND ASSESSMENT

March 19, 1975 1:30 - 5:00 ICR CENTER Greenlawn Ave.

1. Overview of Career Oriented Tests.
    a. Take sample tests

2. Non-verbal Interest Testing.
    a. V.I.S.I.O.N.

3. Other Career Assessment Techniques.
    a. Occupational View Deck
    b. Hands-on Assessment.

ON-SITE OBSERVATIONS

Between Workshops II and III, all consultants will spend one day on the job with various manpower specialists to acquaint them with the "on line" activities of the various specialists. A de-briefing session will be held by the consultants following the observation day to share learnings from the on-site visits.

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INDIANA CAREER RESOURCE CENTER

1201-09 S. Greenlawn • South Bend, IN 46615 • 219/289-2851

CETA CAREER DEVELOPMENT WORKSHOP SERIES

FEEDBACK

To better evaluate the effectiveness of the workshop sessions just completed, please respond to the items with your honest appraisal.

1. I feel the workshop sessions, conducted by staff members of the Indiana Career Resource Center, were of benefit to my personal and professional growth as follows:

CETA CAREER DEVELOPMENT WORKSHOPS - cont.

2. I suggest the following additions or deletions in the next workshop sessions to better meet the CETA staff needs:

(Circle the YES or NO Response)

3. The 150 page annotated bibliography explanation was adequate enough to give me an understanding of its use in finding resource materials I may want to borrow from the Center.

YES NO

4. The sessions to prioritize the functions of CETA administrators, counselors and outreach persons were of value to me in better understanding my/their role.

YES NO

5. I am now putting into practice some of the methods and techniques acquired in the workshops.

YES NO

THANK YOU

INDIANA CAREER RESOURCE CENTER

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March 7, 1975

CETA

Consultant Observations
Based on Participant Evaluations

- Need to establish lines of communication to share job functions
- Need to better identify those particular job descriptions
- Need more systematic and simplier paper work
- Need to have feed-back from employers concerning client successes or failures in interviews and on-the-job
- Need for continued in-service exposure to resources and materials, re-evaluating of techniques, and time for self up-grading in employment possibilities and alternatives

- Clarifying job duties and descriptions
- Intensive workshops in value clarification, etc.
- Structuring or organization of central counseling center
- Improving communications between outreach counselors, administrators, and Urban League
- Need full day to come here and duplicate materials, familarize themselves with our machines (media workshop) and materials
- Need certain on-site equipment, 16mm projector, view deck, cassette recorder.

- The period of time I spend with the staff members allowed for the following observations:
- This staff seems to have been selected with a criterian of "interest in helping others." The group displayed this concern immediately and focused on ways they could self-improve continually.
- There appears to be a feeling of isolation among staff members and the workshops served a function of allowing for a sharing of ideas. The resources each could share with others was valuable and could be continued if training meetings were to continue and/or if their work proximity was closer.
- There was a need expressed for more relevant materials about training and education sites and about occupational outlook. Both of these sources of information are presently being purchased or prepared for the staff members

CETA SUMMER PROGRAM
COORDINATORS WORKSHOP
May 29, 1975

4:00-6:30 p.m.
Indiana Career Resource Center

I. Orientation to In-service Training Program

II. CETA Organization, Roles, and Responsibilities

III. Summer Program Problem Identification

   A. Attendance and Kick-Back Prevention

      1. Group Problem Solving
      2. Discussion

   B. Release of Employee

      1. Group Problem Solving
      2. Discussion

   C. Coordinator, Work Site Supervisor, Program Supervisor Relationships

      1. Group Problem Solving
      2. Discussion

IV. Identification of Coordinator Concerns for Discussion at Second Session

CETA WORKSHEET

Coordinators Session

OPENING:

Describe two meetings and special coordinator/supervision meeting.

PROGRAM:

Discussion of Coordinator Responsibilities

1. Attendance
2. Kick Back Prevention
    - a. Small group exercise
    - b. Discussion of prevention and what to do if it occurs.
3. Other problems
    - a. Workstation supervisors on vacation
    - b. Firing procedures - automatic and other
    - c. Relations:
        1. Worksite supervisor to coordinator
        2. Worksite supervisor to supervisor
    - d. Problem reporting model

Rationale for special supervisor/coordinator meeting after 2 weeks on job.

Discussion of second supervisor meeting that is to be joint meeting.

KICK BACK PROBLEMS

SAMPLE PROBLEM:

A client has missed work Monday and Tuesday in one week. At the end of the pay period he strikes a deal with his supervisor to draw the pay for the two missed days and share the money 50-50 with the supervisor. How can this kind of kick-back be prevented ?

REACTIONS:

TO FIRE OR NOT TO FIRE, THAT IS THE QUESTION?

SAMPLE PROBLEMS:

1. A client has used abusive language at a worksite. The worksite supervisor wants him fired.
2. A client painting a curb at a traffic light is yelled at by a passing motorist. Upset, he opens the motorist's door and kicks the driver.
3. Three clients refuse to work for a particular supervisor because they don't like him. You, the coordinator, have asked them to reconcile. They won't. What do you do?
4. You discover that a supervisor and client are kicking-back.
5. One of your supervisors is seen carrying a gun.
6. A group of clients are drinking on their break.

REACTIONS:

1. ______________________________

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2. ______________________________

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3. ______________________________

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4. ______________________________

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5. ______________________________

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6. ______________________________

COORDINATOR/SUPERVISOR/CLIENT/WORKSITE SUPERVISOR RELATED PROBLEMS

SAMPLE PROBLEMS:

1. Your supervisor calls in sick. His clients have a particularly important job that day.
2. A worksite supervisor is leaving for vacation. Your client and a regular worksite employee are to be the only ones at the worksite.
3. A worksite supervisor doesn't like the work the client is doing.

REACTIONS:

1. ______________________________

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2. ______________________________

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3. ______________________________

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DISCUSSION SUMMARY
Coordinators Session
MAY 29 CETA/ICRC MEETING

ATTENDANCE:

1. Daily meetings with supervisors recommended.
2. At those on-site meetings coordinators and supervisors will go over attendance figures.
3. Keep track of who is not there instead of who is there.
4. There will be no make-up hours for any reason.
5. Starting and ending time is scheduled, and is not negotiable.

HIRING AND FIRING:

1. If a client is fired he/she cannot be rehired until both Mike McTighe and coordinator have reviewed the case.
2. Clients have right to appeal firing.
3. Coordinator will do any transferring or relocating.
4. Verbal abuse or other abuse from citizens must be tolerated by clients (on the city payroll -- you gotta turn the other cheek.)
5. Where there is a conflict with a client and an unpaid worksite supervisor, and it does not justify firing, relocate the client.
6. Generally your support in personality conflicts goes to the supervisor. But, if the supervisor is obviously wrong he must be reprimanded -- No double standard!

COORDINATOR/SUPERVISOR/UNPAID SUPERVISOR PROBLEMS

SUPERVISOR ABSENCE:

The coordinator should learn the "lead" person in each work group as soon as possible. This lead person may stand in for supervisor or a substitute supervisor may be called in.

UNPAID SUPERVISOR VACATION:

The client should be relocated unless another unpaid supervisor has been appointed to take charge and delegate work. Coordinators check this carefully.

DISCUSSION QUESTION ANSWERS - cont'd.

ATTENDANCE:

Make sure you tell unpaid supervisor that he is responsible for the clients' attendance records -- not the client.

CETA COORDINATORS WORKSHOP

INDIANA CAREER RESOURCE CENTER

June 5, 1975

1. Critique first session.

2. Safety Rules and Regulations - Paul Jervis.

3. Attendance

   a) Discuss Time Cards

   b) Master Chart for Coordinators for all workers

4. Guidelines for dismissable offenses.

CETA COORDINATORS MEETING SUMMARY

INDIANA CAREER RESOURCE CENTER

June 5, 1975

1. Safety

    1. Supervisors have major responsibility to insure that participants follow all safety rules. Coordinators are responsible for seeing that overall safety measures are followed.

    2. All clients are to be instructed in regard to the proper work clothing. The following were emphasized as city regulations which would be enforced:

        A. Employees must wear long pants while at work; absolutely no shorts are to be worn.

        B. Absolutely no sleeveless shirts shall be worn (shirt sleeves must cover upper arm).

        C. No open toed shoes, such as sandals, canvas or tennis shoes shall be worn during working hours.

        D. Hard hats shall be worn when working in and around areas where there is a danger of head injury from impact or falling objects.

        E. A luminous safety vest shall be worn by employees when working in areas that expose the employee to public traffic.

The only exceptions to the above are when participants are under the direction of non-paid supervisors. In those cases, they follow the regulations of that work site.

3. All injuries are to be given prompt medical attention (Don't tale chances). Provide medical attention and then report injury to the department where participant is assigned. All first aid is performed at the hospital. In cases of minors, parents permission will be required before treatment at hospital.

4. Employees disregarding safety rules are subject to discharge after warning.

II. Attendance

1. City Bureau of Manpower Time and Attendance Form will be used for all participants.
2. Supervisors will carry participants time cards at all times. Time cards shall be kept up-to-date daily. It is recommended that supervisors have participants check accuracy of time cards daily when leaving work site.
3. It is recommended that coordinators maintain a master time chart of all participants under their jurisdiction.
4. Coordinators are responsible for maintaining supervisors time cards.
5. Attendance is reported on time card in fraction of hour. (Mike to clarify city regulation on this).

III Dismissal.

1. General guidelines of participant responsibilities as outlined by the city CETA program will be followed. These are:

A. To cooperate fully with the staff of the training or Educational Agency to which you are assigned.

B. To be prompt for all interviews, classes or other appointments.

C. To be respectful of the rights of other participants and of the staff

D. To never bring alcohol or non-prescribed drugs onto any City of South Bend funded premises.

E. To follow the rules of the Agency to which you are assigned.

All participants are city employees and shall abide by all city regulations.

EER:jm

CETA SUMMER PROGRAM

SUPERVISORS WORKSHOP

June 10, 1975
1:00 - 3:00 p. m.

INDIANA CAREER RESOURCE CENTER

I. Orientation to In-Service Training Program

II. CETA Organization, Roles, and Responsibilities

III. Summer Program Problem Indentification

  A. Attendance and Kick-Back Prevention

    1. Group Problem Solving

    2. Discussion

  B. Release of Employee

    1. Group Problem Solving

    2. Discussion

IV. Identification of Supervisor Concerns for Discussion at Second Session.

CETA SUPERVISORS WORKSHOP

June 12, 1975

INDIANA CAREER RESOURCE CENTER

The following concerns need to be discussed:

1. What to do in case of rain?
2. Holiday Pay (4th of July)
    - A. Supervisors - 32 hours
    - B. Clients - 20 hours
3. Recording work time.
    - A. Recorded in 6 minute intervals.
4. What do supervisors do when clients are not working (15 hours per week)?
5. Identify lead person to help with supervision when necessary.
6. Can clients be relocated with different supervisor?
7. Handling problems with clients or coordinators (Resolve on individual basis).
8. Lunch and break time supervision?
9. Weapons?
10. Bus passes for clients and supervisors?
11. Problems with older clients?
12. Removal of bad actors?

APPENDIX G

MATERIAL LOAN LIST

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
1974 September	2	Converse Elementary School (Converse)	4
	2	Bristol Elementary School (Elkhart)	1
	2	Osceola Elementary School (Osceola)	1
	3	Kennedy Elementary School	2
	4	Walt Disney Elementary (Mishawaka)	7
	4	Elm Elementary	10
	6	Warren Township	48
	9	Adams High	2
	9	Concord West Elementary (Elkhart)	1
	9	Hums Elementary (Mishawaka)	6
	9	Hay Elementary	1
	9	O'Brien Elementary	1
	9	Kennedy Elementary	1
	9	Northside Elementary (Mishawaka)	1
	10	Harley Holben Elementary (Elkhart)	1
	10	Lafayette Elementary	1
	11	Porter Co. Career Center (Valparaiso)	10
	11	Plymouth High (Plymouth)	5
	13	Whiteman Junior High (Goshen)	43
	16	Osceola Elementary (Osceola)	1
	20	Grissom Middle (Mishawaka)	5
	20	Shelbyville Junior High (Shelbyville)	1
	23	Moran Elementary (Osceola)	6
	23	Kennedy Elementary	6
	23	Kennedy Elementary	6
	23	Argos Elementary (Argos)	1
	23	Marshall Elementary	1

DATE	INSTITUTION BORROWING MATERIALS	NO. PIECES
September 24	Harley Holben Elementary (Elkhart)	1
24	Bishop Dwenger High (Fort Wayne)	2
25	Scott Middle (Hammond)	8
26	Nuner School	2
27	Brown Starr School	1
27	Warren Township	21
30	* ELCEP (Elkhart)	3
30	Northside Elementary (Mishawaka)	5
30	Osceola Elementary (Osceola)	1
30	Plymouth High (Plymouth)	1
October 1	Coquillard Elementary	43
2	Chamberlain Elementary (Goshen)	1
4	Eggleston Elementary	6
4	St. Bavo's Elementary (Mishawaka)	2
4	Nuner Elementary & Junior High	2
4	Grissom Middle (Mishawaka)	1
7	Trinity Lutheran School (Elkhart)	1
7	Chamberlain Elementary (Goshen)	1
7	Central Elementary (Michigan City)	2
7	Adams High	4
7	Central Elementary (Michigan City)	12
7	Kennedy Elementary	2
7	ELCEP (Elkhart)	3
7	O'Brien Elementary	1
7	Washington High	3
8	Sharon Garnes (I.U.S.B. student)	1
10	Dave Sims (Student teacher -Adams High)	1
10	Adams High	1

* Complete list of Elkhart Career Education Program (ELCEP) schools detailed at the end of this Appendix.

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
October	10	Chamberlain Elementary (Goshen)	1
	10	ELCEP (Elkhart)	2
	10	Nuner Elementary	2
	11	Jo Anne Weiss (I.U.S.B. student)	1
	14	Chet Kolber (Police Academy)	4
	14	Northside Elementary (Mishawaka)	8
	14	Wakarusa Elementary & Middle (Wakarusa)	6
	14	Plymouth High (Plymouth)	2
	16	Janice Kietz (I.U.S.B. student)	2
	16	Mike Klaybor (I.U.S.B. - Special Services)	1
	16	Marian High School (Mishawaka)	2
	17	Doris Blake (I.U.S.B. student)	1
	17	Nuner Elementary School	1
	17	St. Monica Grade School (Mishawaka)	4
	17	Porter County Career Center (Valparaiso)	16
	18	Elkhart Community Day Care (Elkhart)	1
	18	Crown Point Schools (Crown Point)	2
	18	Mary Gloyeski (I.U.S.B. student)	1
	18	Young Junior High School (Mishawaka)	1
	21	Jan Fox & Randy Meeks (I.U.S.B. students)	1
	21	Kathy Watkins (I.U.S.B. student-Judy Redwine's class)	2
	21	Mary Lou McCune (I.U.S.B. student-Judy Redwine's class)	2
	21	ELCEP (Elkhart)	14
	21	Janice Murray (I.U.S.B. student-J. Redwine's class)	1
	22	Sue Kendell (I.U.S.B. student -J. Redwine's class)	6
	23	Bill Fischer (I.U.S.B. student - J. Redwine's class)	1

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
October	23	Sue Riederer (I.U.S.B. student - J. Redwine's class)	2
	23	Lynne Baldridge (I.U.S.B. student)	2
	23	Wakarusa Elementary & Middle School (Wakarusa)	16
	24	Bishop Luers High School (Fort Wayne)	2
	24	Eggleston Elementary	4
	24	Purdue University, Educ. Placement Office, (W. Lafayette)	2
	24	Logan School for the Retarded	1
	24	Nuner Elementary School	1
	25	ELCEP (Elkhart)	1
	25	Monroe Elementary School	2
	28	Pat Foley & Sandy Springer (I.U.S.B. students)	2
	28	Jefferson Junior High School (Fort Wayne)	8
	29	Mrs. Clark (AV Dept. - I.U.S.B.)	1
	29	Kennedy Elementary School	4
	31	Mary Lahey (Indiana Welfare Dept.)	2
November	1	Eggleston Elementary School	6
	1	Madison Elementary School (Wakarusa)	1
	1	Muessel Elementary School	1
	1	Lafayette Elementary School	1
	1	Young Junior High School (Mishawaka)	2
	1	Eggleston Elementary School	5
	4	Argos Elementary (Argos)	1
	4	Bishop Luers High School (Fort Wayne)	1
	4	ELCEP (Elkhart)	2
	4	Nuner Elementary School	1
	5	Jackson High School	4
	5	Riley High School	2

DATE	INSTITUTION BORROWING MATERIALS	NO. PIECES
November 5	LaSalle High School	2
6	Adams High School	3
6	ELCEP (Elkhart)	1
8	ELCEP (Elkhart)	1
8	Madison Elementary School	1
8	Young Junior High School (Mishawaka)	3
8	Westview Jr.-Sr. High School (Topeka)	8
11	Kennedy Elementary School	2
12	Barker Junior High School (Michigan City)	22
12	Adams High School	1
12	Mishawaka High School (Mishawaka)	4
12	Logan Industries	3
13	Hums Elementary School (Mishawaka)	1
15	Colette Coutier (I.U.S.B. student)	1
15	ELCEP (Elkhart)	11
15	Monroe Elementary School	1
15	Young Jr. High School (Mishawaka)	2
18	Kent Laudeman (I.U.S.B. - Education Dept.)	2
18	Argos Elementary School (Argos)	3
18	Marsha De Freeuw (I.U.S.B. student)	1
18	Mie McCormack (I.U.S.B. student)	2
18	Jeffersonville High School (Jeffersonville)	7
18	LaSalle High School	1
18	Washington Elementary School (Knox)	6
19	Franklin Elementary School (Griffith)	1
19	West Side Jr. High School (Elkhart)	1
20	Liz Wampler (State Department)	1
21	Kouts High School (Kouts)	6

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
November	21	Roosevelt Elementary School (Elkhart)	4
	25	Adams High School	1
	25	Dora Riddle (I.U.S.B. student)	1
	25	James C. Holm (I.U.S.B. student)	1
	25	ELCEP (Elkhart)	3
	27	Eggleston Elementary School	2
	27	Young Junior High School (Mishawaka)	2
	27	Osceola Elementary School (Osceola)	7
December	2	Argos Elementary School (Argos)	2
	2	Jimtown Jr. High School (Elkhart)	2
	2	ELCEP (Elkhart)	27
	3	Emmons Elementary School (Mishawaka)	1
	3	Spohn Middle School (Hammond)	3
	4	Judy Rogers (State Department)	1
	4	Dick Light (I.U.S.B. student)	2
	4	Manpower Incorporated	1
	5	Dick Feingold (I.U.S.B. - AV Department)	3
	6	Lawrence High School (Indianapolis)	14
	6	Young Jr. High School (Mishawaka)	2
	6	Wakarusa Elementary School (Wakarusa)	1
	6	Nuner Elementary School	1
	9	Chandler Elementary School (Goshen)	22
	9	California Elementary School (Knox)	2
	9	ELCEP (Elkhart)	5
	9	LaVille High School (Lakeville)	4
	12	Jimtown Jr. High School (Elkhart)	1
	13	Young Jr. High School (Mishawaka)	2
	16	LaSalle High School	2

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DATE		INSTITUTION BORROWING MATERIALS	NO.PIECES
1975			
January	3	Young Jr. High School (Mishawaka)	3
	6	Bishop Luers High School (Fort Wayne)	1
	6	Eggleston Elementary School	12
	6	Wakarusa Elementary School (Wakarusa)	1
	6	Warren Township School	2
	6	Jimtown Jr. High School (Elkhart)	5
	6	Elkhart Career Center (Elkhart)	6
	7	Porter County Career Center (Valparaiso	2
	8	Franklin Elementary School (Griffith)	1
	10	Madison Elementary School	1
	10	Young Jr. High School (Mishawaka)	2
	13	Adams High School	1
	13	Concord West Elementary School (Elkhart)	3
	13	Studebaker Elementary School	9
	17	Jeffersonville High School (Jeffersonville)	2
	17	LaSalle School, (Niles, Michigan)	3
	17	Porter County Career Center (Valparaiso)	19
	17	Argos Elementary School (Argos)	7
	17	Young Jr. High School (Mishawaka)	2
	20	Argos Elementary School (Argos)	3
	20	ELCEP (Elkhart)	11
	20	Logan Industries	3
	20	Concord West Elementary School (Elkhart)	1
	21	Roosevelt Elementary School (Elkhart)	2
	21	Wayne Township School Corp. (Indianapolis)	1
	21	Studebaker Elementary School	7
	24	Kennedy Elementary School	1

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
January	24	California Elementary School (Knox)	2
	24	Dale DuComb (I.U.S.B. student)	1
	24	Nuner Elementary School	1
	24	7th Day Adventist School	8
	27	ELCEP (Elkhart)	10
	27	Marian High School (Mishawaka)	2
	27	Marshall Elementary School	17
	27	Warsaw Jr. High School (Warsaw)	37
	28	Adams High School	1
	28	Riley High School	3
	28	Young Jr. High School (Mishawaka)	1
	29	Osceola Elementary School (Osceola)	1
	30	Southport Middle School (Indianapolis)	8
	30	Grimmer Middle School (Schererville)	1
	31	Lawrence High School (Indianapolis)	13
	31	Warren Township School	2
February	2	ELCEP (Elkhart)	13
	3	Goodwill Industries	3
	3	ELCEP (Elkhart)	2
	4	Muessel Elementary School	6
	4	California Elementary School (Knox)	4
	4	Adams High School	2
	4	Osceola Elementary School (Osceola)	1
	4	Warsaw Sr. High School (Warsaw)	1
	5	Marsha Silverman (I.U.S.B. student)	1
	7	Logan Industries	1
	7	Young Jr. High School (Mishawaka)	4
	10	ELCEP (Elkhart)	2

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
February	10	7th Day Adventist School	1
	13	June Simmons (I.U.S.B. student)	4
	13	Walt Disney Elementary School (Mishawaka)	3
	13	LaSalle Elementary School (Niles, Michigan)	2
	14	Concord Jr. High School (Elkhart)	46
	14	Kingsberry Elementary School (LaPorte)	14
	14	7th Day Adventist School	3
	17	Roosevelt High School (East Chicago)	12
	17	Osceola Elementary School (Osceola)	1
	18	Goodwill Industries	3
	18	ELCEP (Elkhart)	7
	18	Bristol Elementary School (Bristol)	1
	18	Jimita Baldoni (I.U.S.B. student)	1
	18	Lawrence High School (Indianapolis)	6
	18	ELCEP (Elkhart)	2
	18	Manpower Incorporated	2
	20	Roosevelt Elementary School (Elkhart)	1
	21	Studebaker Elementary School	1
	21	Young Jr. High School (Mishawaka)	4
	24	Grissom Elementary School (Gary)	6
	24	Brenda Montgomery (I.U.S.B. student)	5
	24	Elkhart Career Center (Elkhart)	7
	25	Thomas Edison Jr. High School (East Gary)	1
	28	Brown-Starr School, Inc.	5
	28	Twin Branch Elementary School (Mishawaka)	25
	28	Vocational Rehabilitation Center	2
	28	LaSalle Elementary School (Niles, Michigan)	3
	28	Nuner Elementary School	1

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
February	28	Kingsbury Elementary School (LaPorte)	4
March	3	Chandler Elementary School (Goshen)	5
	3	Franklin Community Jr. High School (Franklin)	2
	3	Elkhart Career Center (Elkhart)	12
	3	Roosevelt High School (East Chicago)	1
	4	Bill Fisher (I.U.S.B. student)	2
	5	Franklin Elementary School (Griffith)	1
	5	Beverly Shores Elementary School (Michigan City)	3
	5	O'Brien Elementary School	4
	5	Vocational Rehabilitation Center	1
	6	Head Start Program	18
	6	Ruth Meuninck (I.U.S.B. - Chancellor's Office)	1
	6	Marshall Elementary School	6
	7	Mary Frank Elementary School (Mishawaka)	1
	7	Roosevelt Elementary School (Elkhart)	2
	7	Central High School (Elkhart)	1
	7	Muessel Elementary School	1
	7	Mary Frank Elementary School (Mishawaka)	46
	7	Young Jr. High School (Mishawaka)	4
	10	Eggleston Elementary School	9
	10	Chandler Elementary School (Goshen)	1
	10	ELCEP (Elkhart)	3
	11	Schmucker Middle School	5
	14	Monroe Elementary School	2
	14	Eggleston Elementary School	4
	14	Osceola Elementary School (Osceola)	4
	17	Muessel Elementary School	2
	17	Monroe Elementary School	4

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
March	17	ELCEP (Elkhart)	5
	17	Central High School (Elkhart)	1
	18	Kay Steel (I.U.S.B. student)	4
	18	W. Bailey (I.U.S.B. student)	2
	19	Kennedy Elementary School	2
	20	George Bliha (I.U.S.B. student)	6
	21	Washington High School	4
	21	Grimmer Middle School (Schererville)	20
	21	Carol Miller (I.U.S.B. student)	1
	21	Young Jr. High School (Mishawaka)	4
	24	ELCEP (Elkhart)	5
	24	Chandler Elementary School (Goshen)	7
	24	Adams High School	2
	24	LaSalle Elementary School (Niles, Michigan)	2
	24	Career Resource Center (Albany)	1
	26	Vrey Middle School (Walkerton)	4
	28	John Glenn High School (Walkerton)	1
April	2	Franklin Elementary School (Griffith)	1
	2	North Side Elementary School (Mishawaka)	3
	2	Pleasant Oaks Nursery School (Middlebury)	1
	3	Morton Sr. High School (Hammond)	1
	4	Comprehensive Manpower Center (Warsaw)	3
	4	Andrews University (Berrien Springs, Michigan)	5
	4	LaVille Jr. High School (Lakeville)	11
	7	Springfield School (Michigan City)	9
	7	East Chicago Washington (East Chicago)	1
	7	Bishop Dwenger High School (Fort Wayne)	2
	7	Clay High School	2

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
April	7	Elsie Rogers Elementary School (Mishawaka)	7
	7	Kay Steel (I.U.S.B. student)	1
	7	Kennedy Elementary School	1
	7	Muessel Elementary School	1
	7	Monroe Elementary School	1
	7	ELCEP (Elkhart)	5
	7	Schmucker Middle School (Mishawaka)	7
	8	Clay High School	3
	8	ELCEP (Elkhart)	2
	9	Adams High School	1
	10	Marva Kingsland (I.U.S.B. student)	1
	10	Washington High School	5
	11	Patricia MacInnis (I.U.S.B. student)	2
	11	Young Jr. High School (Mishawaka)	3
	14	Peru Jr. High School (Peru)	43
	14	Edison Jr. High School (East Gary)	3
	14	Elsie Rogers Elementary School (Mishawaka)	7
	14	Clay High School	3
	14	O'Brien Elementary School	3
	14	ELCEP (Elkhart)	1
	14	St. Paul's Lutheran School (Bremen)	5
	15	Bishop Luers High School (Fort Wayne)	1
	15	John Glenn High School (Walkerton)	2
	15	Mullen Elementary School (Michigan City)	1
	16	Manpower, Incorporated	2
	16	Urban League	2
	16	Windfall Elem. & Middle School (Windfall)	19
	17	Adams High School	2

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
April	17	Marian High School (Mishawaka)	4
	18	North Side Elementary School (Mishawaka)	6
	18	Mary Phillips Elementary School (Mishawaka)	12
	18	LaVille Jr. High School (Lakeville)	9
	18	Monroe Elementary School	5
	18	Pleasant Oaks Nursery School (Middlebury)	1
	21	Adams High School	3
	21	Mr. Morgan (I.U.S.B. student)	14
	21	ELCEP (Elkhart)	3
	21	Christ the King Elementary School	3
	21	LaSalle High School and Clay High School	2
	21	Kennedy Elementary School	2
	21	Block Jr. High School (East Chicago)	1
	21	Elsie Rogers Elementary School (Mishawaka)	8
	21	North Liberty High School (North Liberty)	2
	22	George Bliha (I.U.S.B. student)	1
	22	Fran Stedham (I.U.S.B. student)	1
	22	Kennedy Elementary School	1
	23	Model Cities Program	2
	23	Mullen Elementary School (Michigan City)	19
	24	Marian High School (Mishawaka)	3
	24	LaSalle Elementary School (Niles, Michigan)	6
	25	Young Jr. High School (Mishawaka)	5
	25	Mullen Elementary School (Michigan City)	4
	25	Fulton Jr. High School (Indianapolis)	4
	28	Elsie Rogers Elementary School (Mishawaka)	4
	28	ELCEP (Elkhart)	2
	28	Kathy Pearish (I.U.S.B. student)	4

DATE		INSTITUTION BORROWING MATERIALS	NO. PIECES
April	28	ELCEP (Elkhart)	1
	28	LaVille Jr. High School (Lakeville)	3
	28	St. Casimer Elem. & St. Adalbert's Elem.	12
	28	Hay Elementary School	1
	28	LaSalle Hign School & Clay High School	3
	29	Penn High School (Mishawaka)	2
	30	Clay Middle School	9
	30	North Side Elementary School (Mishawaka)	4
May	2	Eggleston Elementary School	1
	2	Washington High School	2
	5	LaSalle High School	2
	5	Bishop Dwenger High School (Fort Wayne)	18
	5	Kennedy Elementary School	2
	5	LaSalle High School	4
	5	Elsie Rogers Elementary School (Mishawaka)	12
	6	Hums Elementary School (Mishawaka)	5
	7	Franklin Elementary School (Griffith)	1
	8	Washington High School	1
	8	Porter Co. Career Center (Valparaiso)	33
	8	Adams High School	7
	12	ELCEP (Elkhart)	2
	13	Adams High School	1
	13	Washington High School	3
	13	Mary Phillips Elementary School (Mishawaka)	11
	14	LaSalle Elementary School (Niles, Michigan)	2
	14	St. Casimer's Elem. & St. Adalbert's Elem.	13
	14	Logan Industries	6
	16	Ann Singer (I.U.S.B. student)	5

DATE		INSTITUTIONS BORROWING MATERIALS	NO. PIECES
May	16	Bill Waumans (Washington H. S. Student)	2
	16	ELCEP (Elkhart)	1
	19	Hums Elementary School (Mishawaka)	1
	19	Tarkington Elementary School	1
	19	Eggleston Elementary School	1
	21	Logan Industries	3
	23	Kennedy Elementary School	3
	23	Young Jr. High School (Mishawaka)	3
	23	Adams High School	2
	23	LaSalle High School	1
	25	Grimmer Middle School (Schererville)	1
	27	Young Jr. High School (Mishawaka)	5
June	4	Goodwill Industries	1
	16	Barb DuVall & Mary Breisch (I.U.S.B. students)	2

* ELKHART CAREER EDUCATION PROGRAM (ELCEP)

SCHOOLS SERVICED BY ELCEP

Elkhart Elementary Schools

Beardsley School	1020 Erwin St.
Mary Beck School	818 McDonald
Bristol	E. Indiana Ave., Bristol
Cleveland School	Co. Rd. 1
Daly School	1735 Strong
Eastwood School	Co. Rd. 15
Teeser	120 W. Middle Rd.
Hawthorne	501 W. Lusher
Lincoln	608 Oakland
Osolo	County Rd. 6
Pinewood	E. Bristol St.
Rice	425 Goshen Ave.
Riverview	2509 Wood
Roosevelt	215 E. Indiana
Ullery School	626 Cleveland
Weston School	513 N. Michigan
Woodland School	Co. Rd. 3
Monger	2524 Sanders

Junior Highs

Brookdale	1415 E. Heaton Lake Rd.
North Side	300 Laurence
Pierre Moran	200 W. Lusher
West Side	101 S. Nappanee

High Schools

Memorial H. S.	2608 California Rd.
Central H. S.	401 Goshen Ave.

APPENDIX H

FEEDBACK FORM
AND COMMENTS

FEEDBACK

File # ________

County ________

Thank you for your interest in career education in general, and the Indiana Career Resource Center in particular. It was a pleasure to be of service to your staff. The staff at the Center hopes you will feel free to call upon us again in the future.

As a measure of the effectiveness of our contact with you, please respond to the items below. Circle the number beside each item that indicates your honest choice. A circled 6 would indicate a high response and a circled 1 would indicate a low response.

1.	I understood in advance what the presentation was to be about.	1	2	3	4	5	6
2.	The program was presented within the announced time boundaries.	1	2	3	4	5	6
3.	The physical facilities for the program were adequate.	1	2	3	4	5	6
4.	The presenters' presentations were:	1	2	3	4	5	6
5.	The program seemed to fit my particular needs with regard to career education.	1	2	3	4	5	6
6.	Opportunities were given to explore the concepts of career education and to define their implications for our local situation.	1	2	3	4	5	6
7.	I have new plans for including career development activities in my future work with youth (adults).	1	2	3	4	5	6
8.	I would appreciate further involvement with the services of the Indiana Career Resource Center.	1	2	3	4	5	6
9.	I personally would like some input into further discussions or planning of career programs for our schools and community.	1	2	3	4	5	6

10. Additional comments

____

____

____

(Please fold and return to the address on the back or submit to the facilitator of this program)

SUMMARY OF COMMENTS FROM PRESENTATIONS:

Very enthusiastic= created an interest

Good to know where materials are available

Excited about the ways of using career education

Interesting and relevant program - enabling people to see how easy career education can be worked in the school program

Presentation created a great interest in career education

Inspirational - want to use our services for a workshop

Visual aids excellent

Career ed involves self-concept and the kids of today seem to need positive self-concepts building

Plan to share and incorporate career ed into school curriculum

Stirs up my thinking!

Thanks to a new insight into education!

Extremely interesting presentation - will incorporate into the classroom

Very informative and inspiring presentation

Gained a lot, interested in having an in-service workshop

Now that we know such a service is available I am sure that we will use it

Seem to be on top of what is happening in Indiana - very professional presentation

Created enthusiasm for getting busy in the area!

Content - subject matter excellent. Slide presentation very good

Saw the program last year - today presented 100% better also expanded the areas of examples

New ideas for some of the general and applied math classes

A real experience = definitely wanted to take advantage of every possibility of connecting career education and my classroom

Packeted material helpful

Much good should come from such a program

Am planning career days activity - much motivation due to the program

Teachers need to be aware that there are other avenues open to students besides college

Please encourage our administrators to prepare a resource book in our community

APPENDIX J

PEOPLE IN CAREERS EVALUATION FORM

COMMUNITY RESOURCE QUESTIONNAIRE

Please complete the following questions concerning the use of community resource people and the "People In Careers" directory to the best of your ability.

SECTION A - GENERAL INFORMATION

Mark an (X) for each question with your best choice.

1. I am presently a:

(1) ___ a. teacher
___ b. principal or administrator
___ c. counselor
___ d. social worker
___ e. consultant
___ f. other (be specific) ______________________________

2. I am presently in:

(2) ___ a. elementary school
___ b. junior high school
___ c. high school
___ d. technical training
___ e. college
___ f. other (be specific) ______________________________

3. I have had my "People In Careers" directory:

(3) ___ a. 3-6 months
___ b. 6-9 months
___ c. approximately 1 year
___ d. more than 1 year

4. I became aware of the "People In Careers" directory through:

(4) ___ a. myself
(5) ___ b. another teacher
(6) ___ c. principal or administrator
(7) ___ d. Indiana Career Resource Center
(8) ___ e. other (be specific) ______________________________

SECTION B - USE OF COMMUNITY RESOURCE PEOPLE PRIOR TO THE ACQUISITION OF THE "PEOPLE IN CAREERS" DIRECTORY.
Rate the first two questions in the following way:
1 to 4 (1 means OFTEN, 2 means OCCASIONALLY, 3 means SELDOM, 4 means NEVER)

1. How often did you utilize community resource people:

(9) ___ a. in the classroom?
(10) ___ b. on field trips?
(11) ___ c. by telephone?
(12) ___ d. in other ways?

2. Did you have difficulty in:

(13) ___ a. locating reliable resource people?
(14) ___ b. getting a positive response?

3. Did you feel that any difficulties you encountered in locating resource people hindered your use of these resources? (Mark an (X) on your best choice.)

(15) ___ a. often
___ b. occasionally
___ c. seldom
___ d. never

SECTION C - USE OF COMMUNITY RESOURCE PEOPLE AFTER THE ACQUISITION OF THE "PEOPLE IN CAREERS" DIRECTORY.
Rate the first two questions in the following way:
1 to 4 (1 means OFTEN, 2 means OCCASIONALLY, 3 means SELDOM, 4 means NEVER)

1. How often do you utilize community resource people:

(16) ___ a. in the classroom?
(17) ___ b. on field trips?
(18) ___ c. by telephone?
(19) ___ d. in other ways?

2. Do you have difficulty in:

(20) ___ a. locating reliable resource people?
(21) ___ b. getting a positive response?

3. Do you feel the directory aided you in making use of community resource people? (Mark (X) on your best choice.)

(22) ___ a. often
___ b. occasionally
___ c. seldom
___ d. never

SECTION D - INFORMATION CONCERNING THE "PEOPLE IN CAREERS" DIRECTORY.
Mark an (X) for each question with your best choice.

1. Are the "directions for the user" adequate?

(23) ___ Yes ___ No

2. Are the "interest groupings" of occupations adequate?

(24) ___ Yes ___ No

3. Is the information concerning the resource person adequate?

(25) ___ Yes ___ No

4. Are you satisfied with the results gained from the use of the directory?

(26) ___ Yes ___ No

5. Comments or suggestions about the information listed in the directory that I would like to make are:

APPENDIX K

CONFERENCE TELEPHONE EVALUATION FORMS

CONFERENCE TELEPHONE QUESTIONNAIRE FOR STUDENTS

Subject ______________________ Teacher ______________________

Grade level ______________________ Number of students present ________

Person called ______________________ Type of work ______________________

Circle the number following each statement that indicates your honest feelings. A circled six (6), for example, would indicate a yes, positive, or good feeling about the statement. A circled one (1) would indicate a bad or negative feeling about the statement. Numbers two (2) through five (5) would indicate varying degrees of your feelings. Feel free to add any comments of your own.

1. I prepared questions in advance. 6 5 4 3 2 1
2. Preparing questions in advance was, or would have been, helpful. 6 5 4 3 2 1
3. I knew about this person's work or place of work before the call. 6 5 4 3 2 1
4. My knowledge about this job or place of work has been improved. 6 5 4 3 2 1
5. My knowledge about the products of this place of work has been improved. 6 5 4 3 2 1
6. As a result of this telephone call, I feel that I know the qualifications for entering this job. 6 5 4 3 2 1
7. After this call, my feelings about this type of work are... (6-good; to 1-bad) 6 5 4 3 2 1
8. I was able to receive an answer to all of my questions about this type of work or place of work. 6 5 4 3 2 1
9. This person was enjoyable and easy to talk to. 6 5 4 3 2 1
10. I can see a relationship between this telephone call and my regular classroom activities. 6 5 4 3 2 1
11. This telephone call has had some (6-good; to 1-bad) influence on my feelings about working in the South Bend/Mishawaka area. 6 5 4 3 2 1
12. I would like to use the conference telephone again. 6 5 4 3 2 1
13. Besides career contacts, what other uses can you think of for the conference telephone? 6 5 4 3 2 1

CONFERENCE TELEPHONE QUESTIONNAIRE FOR TEACHERS

School ______________________________ Teacher _________________

Subject ______________________________ Number of students ________

Person called _________________________ Place of work ____________

Was this person's name in the "People in Careers" directory? ____________

Length of call _______________

Who made the initial contact? teacher ___ student ___

Please answer each question as completely as possible.

1. Was this call part of a Career Education approach to your regular classroom activities?

2. Did the students do any preparation for this call? _______________ What type?

3. Was it, or would it have been, helpful to have questions prepared in advance?

4. Were class questions sent to the person called prior to the call?

5. What were some of your impressions about the call? (Please use the back if necessary.)

6. Do you plan to use the conference telephone in the future?

7. What other possible uses can you think of for the conference telephone?

END OF THE YEAR QUESTIONNAIRE
ON THE CONFERENCE TELEPHONE

1. Did you use the conference telephone? ____________________

2. If yes, how many times? ____________________

3. How many different classes were involved? ____________________

4. If no, please give reasons for not using the conference telephone, i.e. implementation, did not apply to class work, access, etc.

____

____

____

____

5. Please list advantages of using the conference telephone.

____

____

____

____

____

6. Please list disadvantages of using the conference telephone.

____

____

____

____

APPENDIX L

CAREER GUIDANCE INSTITUTE QUESTIONNAIRE

Pretest/Post Test:

(1-3) Name: ______________________

Listed below are several statements relating to the goals of the Career Guidance Institute. It is important that you respond to them in a frank and objective manner. Circle one number following each statement with your best response.

A. Communications and Career Awareness

Indicate the degree to which you:

(4) 1. have utilized industrial/business representatives in the learning experiences of children. always 123456 never

(5) 2. have utilized materials prepared by business and industry to supplement student curricula. very much 123456 very little

(6) 3. feel the need for a bilingual approach to career education in your school. relevant 123456 irrelevant

(7) 4. believe field trips and business tours motivate students to explore careers. very much 123456 very little

5. feel these institutions have provided an awareness of career possibilities.

(8) a. Indiana University at South Bend very much 123456 very little

(9) b. your school corporations very much 123456 very little

(10) c. business/industry very much 123456 very little

(11) 6. have developed skills for using multi-media as a career awareness technique. very much 123456 very little

(Pretest/Post Test Continued)

(12) 7. have developed techniques for teaching job interviewing. definitely 123456 definitely not

(13) 8. have developed skills for interviewing workers. definitely 123456 definitely not

(14) 9. have knowledge of living patterns and life styles of the disadvantaged. very much 123456 very little

(15) 10. have a knowledge of techniques for motivating the disadvantaged. very much 123456 very little

B. Job Requirements and Opportunities

Indicate the degree to which you:

(16) 1. are incorporating work values into the curriculum. often 123456 never

(17) 2. have knowledge of training necessary for placement and advancement in a variety of jobs. very much 123456 very little

(18) 3. have knowledge of services provided by the Indiana State Employment Service. very much 123456 very little

(19) 4. have knowledge of types of employment tests administered to applicants for job openings. very much 123456 very little

5. have knowledge of present opportunities for employment in Michiana.

(20) a. professional very much 123456 very little

(21) b. technical very much 123456 very little

(22) c. clerical very much 123456 very little

(23) d. sales very much 123456 very little

(24) e. services very much 123456 very little

(Pretest/Post Test Continued)

(25) f. skilled very much 123456 very little

(26) g. semi-skilled very much 123456 very little

6. have knowledge of outlook for employment in Michiana.

(27) a. professional very much 123456 very little

(28) b. technical very much 123456 very little

(29) c. clerical very much 123456 very little

(30) d. sales very much 123456 very little

(31) e. services very much 123456 very little

(32) f. skilled very much 123456 very little

(33) g. semi-skilled very much 123456 very little

7. have knowledge of the requirements for gainful employment and advancement in different job classifications.

(34) a. professional very much 123456 very little

(35) b. technical very much 123456 very little

(36) c. clerical very much 123456 very little

(37) d. sales very much 123456 very little

(38) e. services very much 123456 very little

(39) f. skilled very much 123456 very little

(40) g. semi-skilled very much 123456 very little

8. have knowledge of fringe benefits available with different job classifications.

(41) a. professional adequate 123456 inadequate

(42) b. technical adequate 123456 inadequate

(43) c. clerical adequate 123456 inadequate

. (Pretest/Post Test Continued)

(44) d. sales adequate 123456 inadequate

(45) e. services adequate 123456 inadequate

(46) f. skilled adequate 123456 inadequate

(47) g. semi-skilled adequate 123456 inadequate

C. Job Conditions and Compensations

Indicate the degree to which you:

(48) 1. have an understanding of affirmative action practices. definitely 123456 definitely not

(49) 2. have an understanding of grievance procedure for unfair employment practices. definitely 123456 definitely not

3. have an understanding of the wage scale range.

(50) a. professional sufficient 123456 insufficient

(51) b. technical sufficient 123456 insufficient

(52) c. clerical sufficient 123456 insufficient

(53) d. sales sufficient 123456 insufficient

(54) e. services sufficient 123456 insufficient

(55) f. skilled sufficient 123456 insufficient

(56) g. semi-skilled sufficient 123456 insufficient

4. have an understanding of the average work week.

(57) a. professional extended 123456 limited

(58) b. technical extended 123456 limited

(59) c. clerical extended 123456 limited

(60) d. sales extended 123456 limited

(Pretest/Post Test Continued)

(61) e. services extended 123456 limited

(62) f. skilled extended 123456 limited

(63) g. semi-skilled extended 123456 limited

5. have an understanding of the normal work hazards.

(64) a. professional extended 123456 limited

(65) b. technical extended 123456 limited

(66) c. clerical extended 123456 limited

(67) d. sales extended 123456 limited

(68) e. services extended 123456 limited

(69) f. skilled extended 123456 limited

(70) g. semi-skilled extended 123456 limited

6. have an understanding of the work facilities.

(71) a. professional extended 123456 limited

(72) b. technical extended 123456 limited

(73) c. clerical extended 123456 limited

(74) d. sales extended 123456 limited

(75) e. services extended 123456 limited

(76) f. skilled extended 123456 limited

(77) g. semi-skilled extended 123456 limited

7. have an understanding of the leave policies.

(78) a. professional very good 123456 very little

(79) b. technical very good 123456 very little

(80) c. clerical very good 123456 very little

(Pretest/Post Test Continued)

(81)	d.	sales	very good 123456 very little
(82)	e.	services	very good 123456 very little
(83)	f.	skilled	very good 123456 very little
(84)	g.	semi-skilled	very good 123456 very little

8. have an understanding of the insurance benefits.

(85)	a.	professional	sufficient 123456 insufficient
(86)	b.	technical	sufficient 123456 insufficient
(87)	c.	clerical	sufficient 123456 insufficient
(88)	d.	sales	sufficient 123456 insufficient
(89)	e.	services	sufficient 123456 insufficient
(90)	f.	skilled	sufficient 123456 insufficient
(91)	g.	semi-skilled	sufficient 123456 insufficient

D. Career Data

1. Write the percentage of the total work force 16 years of age and over which is involved in the following occupations.

(92-93) a. professional ________%
(94-95) b. managers ________%
(96-97) c. sales ________%
(98-99) d. clerical ________%
(100-101) e. craftsman ________%
(102-103) f. semi-skilled ________%
(104-105) g. transportation ________%
(106-107) h. laborer ________%
(108-109) i. service ________%
(110-111) j. household ________%
(112-113) k. farm ________%

2. a. Elementary education - no special training

   b. High school and some college - technical or some business training is needed

   c. college or above

Using the scale provided above, indicate the educational requirements for the following occupations:

(Pretest/Post Test Continued)

(114) 1) x-ray technician ________
(115) 2) key punch operator ________
(116) 3) sales clerk ________
(117) 4) hair stylist ________
(118) 5) carpenter ________
(119) 6) tool crib attendant ________
(120) 7) electrical engineer ________
(121) 8) machinist ________
(122) 9) dorm director ________
(123) 10) funeral director ________
(124) 11) fork lift operator ________
(125) 12) offset press operator ________

3. Please underline the average annual starting salary you believe is accurate for the following occupations.

(126)	accountant	$6,500-$8,000	$8,300-$8,700	$10,000-$12,000
(127)	school teacher	$9,300-$7,000	$7,350-$8,000	$ 8,500-$ 9,000
(128)	occupational therapist	$6,500-$7,500	$7,600-$8,400	$ 8,400-$10,500
(129)	fireman	$4,000-$5,800	$5,900-$8,000	$ 8,100-$10,000
(130)	secretary	$4,000-$5,200	$5,300-$6,400	$ 6,500-$ 7,600
(131)	law enforcement	$5,000-$7,900	$8,000-$16,000	$16,100-$20,000

(132) 4. Please place an X beside your school corporation.

________ South Bend
________ Mishawaka
________ Penn-Harris-Madison

(133-134) 5. Indicate the percentage of disadvantaged children in your school corporation.

________%

(135-136) 6. Indicate the cercentage of bilingual children in your school corporation.

________%

(Pretest/Post Test Continued)

7. For the following occupations, indicate the projected degree of change in employment growth through the 1980's.

(137) a. professional and technical workers no change 123456 great change

(138) b. clerical no change 123456 great change

(139) c. manager, officians, and proprietors no change 123456 great change

(140) d. service workers no change 123456 great change

(141) e. sales no change 123456 great change

(142) f. craftsman no change 123456 great change

(143) g. semi-skilled workers no change 123456 great change

(144) h. nonfarm workers no change 123456 great change

(145) i. farm workers no change 123456 great change

APPENDIX M

LETTERS

TAFT JUNIOR HIGH SCHOOL
CROWN POINT COMMUNITY SCHOOL CORPORATION
1000 SOUTH MAIN STREET • CROWN POINT, INDIANA 46307 • (219) 663-1507

JAMES TRIPPE,
Principal
DAVID SYKES,
Ass't. Principal
KENNETH BRIST,
Ass't. Principal

May 13, 1975

Mr. Smith
Ind. Career Resource
South Bend, Indiana

Dear Mr. Smith:

We here at Taft Junior High have been very appreciative of all your help and consideration concerning our career education program this year. Our guidance staff has been working on a comprehensive career program at the 7th and 8th grade level to be initiated next year.

We have prepared the enclosed booklet for each of our staff members and thought you might like to have a copy to examine. We would like, if possible, for you to relay any comments that you might have concerning our booklet. In the fall we are going to have a career center and hope that you might be able to visit us sometime then to examine our center and program more carefully.

Sincerely,

Sharon Harlan

Sharon Harlan
8th Grade Counselor

SH:dw

Enclosure

CITY OF SOUTH BEND

Jerry J. Miller
Mayor

Hollis E. Hughes, Jr.
Executive Director

David C. Calabria
Deputy Director

John H. Tidwell
Assistant Deputy Director
Equal Opportunity Officer

May 7, 1975

Mr. Paul Elliott
Indiana Career Resource Center
1209 S. Greenlawn
South Bend, Indiana 46615

Dear Mr. Elliott:

The Manpower and Education Components of the Model Cities Program are very grateful to you and all the representatives of the Indiana Career Resource Center for participating in our recent Career Clinic. We sincerely thank you for the tine, effort and materials which you contributed to make it a success.

Although Model Cities will not be around to sponsor a Career Clinic next year, we hope that another organization will make it an annual project.

It was a pleasure working with you on this year's clinic.

Sincerely,

Eugenia Braboy Mrs. Eugenia Braboy Manpower Committee	Mrs Mable W. Robison Mrs. Mable Robison Education Committee
Ted Leverman Ted Leverman Manpower Planner	Helen Pope Mrs. Helen Pope Education Planner

TL:mr

STATE of INDIANA

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

Northern Regional Center
Department of Public Instruction
635 South Main Street
South Bend, Indiana 46623
Phone: 219-289-7904
Alfred Speck, Director

May 2, 1975

Dr. Gerald Dudley, Director
Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Jerry:

Just a note to let you know how delighted we are with the slide show on the Northern Regional Service Center. The perfect word to describe it hasn't been invented yet, so we'll have to settle for fantastic. We're sure it will be a hit in New Orleans.

When we started this venture we had only an inkling of the tremendous amount of effort involved. We really couldn't have done it by ourselves and we appreciate all the EXTRA time your staff put into the project. What makes the presentation so great is the way it captures so well the spirit of the Center. It will be a tremendous help in the area of public information.

As in the past, we've enjoyed working with you in this endeavor. Hopefully, we will be able to help you out in a similar fashion in the near future.

Once again, our heartfelt thanks to you, Jim, Roger, both Pauls, Jill, and everybody else on your staff for all your cooperation, good advice, and support.

Thanks again.

Yours,

Al Linda
Dave

31st National Conference, May 11-15, 1
ASTD Exposition, May 12-14, 1
MGM Grand Hotel, Las Vegas,

ASTD

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT *P.O. BOX 5307, MADISON, WISCONSIN 5*
PHONE: (608) 274-

March 25, 1975

Mr. Paul L. Smith, Jr.
Career Resource Center
IUSB Campus
Northside Boulevard
South Bend, Indiana 46615

Dear Paul:

I enjoyed your presentation of "Career Education Hoosier Style" last week. I looked for you in the evening to buy the drink I promised, but could not find you at the Hilton Inn.

Paul, although you are training teachers in the K through 12 grades, and we are working with people and instructors above the tenth grade level, we have many common goals. I hope we can meet to exchange ideas.

I believe you would gain many valuable contacts by meeting some of the members of the Michiana Chapter of ASTD. Their next meeting is April 14 at the Boar's Head Restaurant in South Bend. I am enclosing a copy of the meeting notice along with information about the national ASTD organization. Incidentally, Al Oppenheimer from the IUSB campus is a member of the chapter.

Sincerely yours,

Vincent A. Miller

Vincent A. Miller
Immediate Past President

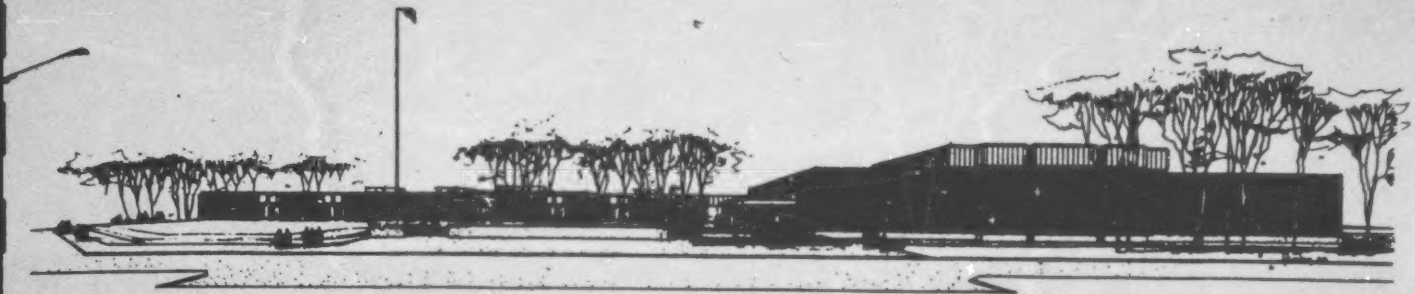
VAM/bjs

Enc.

cc: R. Magor

VINCENT A. MILLER
IMMEDIATE PAST PRESIDENT
GENERAL MANAGER, CONSUMER AFFAIRS TRAINING
WHIRLPOOL CORPORATION, ADMINISTRATIVE CENTER
BENTON HARBOR, MICHIGAN 49022
PHONE (616) 926-5352

dedicated to the development of human potential



Paul H. Schmucker Middle School

56045 Bittersweet Road
Mishawaka, Indiana 46544

Larry W. Crabb, Principal

PENN-HARRIS-MADISON SCHOOL CORPORATION
MISHAWAKA, INDIANA 46544

April 14, 1975

Mr. Dudley
Career Resource Center
1209 South Greenlawn
South Bend, Indiana 46615

Dear Mr. Dudley,

I appreciated the help I received from your center in supplying me with necessary materials for our career study in 8th grade English at Schmucker Middle School.

I had tried to use the center two years ago, but I had some difficulty ascertaining information from the staff.

However, I realized a tremendous improvement in your staff's organization this year. The catalogue and tape was a great help! Also, Lorraine was extremely cooperative in aiding me and getting materials for me.

I hope the center continues to develop its full potential.

Sincerely,

Mrs. Coffman

Mrs. Coffman

GC:na
cc: Mr. Graham

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

April 14, 1975

Mr. Paul L. Smith, Jr.
Career Education Consultant
Indiana Career Resource Center
1209 S. Greenlawn Avenue
South Bend, Indiana 46615

Dear Mr. Smith:

Thank you for your presentation that you delivered recently at the Career Education National Forum. The response from the participants who attended the forum at The Center for Vocational Education has been very positive. We know that your thoughtful presentation contributed in a large measure to the overwhelming success of this first National Career Education Forum. We had participants from over 38 states, Guam, and the District of Columbia registered at the forum.

There will be a roster of the forum participants mailed to you within the next two-three weeks. Included in that packet will be additional information about the forum monographs that will be available incrementally, starting in May, with publication being completed by July, 1975.

Again, thank you for your presentation. The excitement generated during the forum could not have happened without interesting programs, inviting displays, and your presentation. Those of us who planned the forum were delighted to have you with us at the Center and look to your continued involvement and leadership in career education.

Cordially,

Arthur F. Terry
Arthur F. Terry

Barbara M. Bednarz
Barbara M. Bednarz

AFT/BMB/dw

CHARLES W. PUFF
Superintendent

EUGENE D. YARDE
Principal

J. E. OBER ELEMENTARY SCHOOL

GARRETT-KEYSER-BUTLER COMMUNITY SCHOOL DISTRICT

GARRETT, INDIANA 46738

Telephone FL 7-3112

April 11, 1975

Mr. Jim Munich and Mr. Paul Smith
Indiana Career Resource Center
1205-09 S. Greenlawn Street
South Bend, Indiana 46615

Dear Mr. Smith and Mr. Munich:

Please excuse the delay in writing a "thank you" for your career presentation at our school on March 21. My thoughts were saying "thanks a bunch" each day; the old hands on the typewriter didn't follow through!

I now have a part time secretary who has been busy typing evaluation forms for Career Development Title II Special Project; yes, we did get our grant! And I've been busy meeting with the teachers to get their unit module learning experiences ideas on paper.

The workshop you conducted has generated some positive feelings and ideas, and I am very grateful to you both. I do have another favor though if I dare ask. I copied the 27 page hand out you gave out at the IPGA Convention which explained in detail the Work Values Badger, Career Naming, Fantasy Exercise, etc, on our copy machine. It will not produce masters, so I was hoping you could send me a copy from which I could make masters. I'd like to give a copy to each teacher.

Thank you both for your help. I do sincerely appriciate your time and efforts on the workshop. I'm enclosing a copy of the article which appeared in our local paper this week about our career education program next year.

Sincerely,

Mrs. Becky Derrow

Mrs. Becky Derrow
Elementary Guidance Counselor

Enc.:I
BD: cy

April 9, 1975

Dear friends at Career Resource Center,

Thank you again for your help in our career education projects. The children have profited from having plumbing and woodworking equipment available. You got us launched with film loops, film loop projectors, careers kits, film strips and cassettes and most of all your interest in our interests.

Now we are working on a trucking unit. We are really excited about this

PURDUE UNIVERSITY
CALUMET CAMPUS
HAMMOND, INDIANA 46323

April 2, 1975

Mr. Paul Elliott
Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Mr. Elliott:

We have had a week of spring vacation so things have been pretty much at a standstill. I am now returning the feedback sheets from my class. I think the student's evaluation will reflect my own, that your presentation was a great success and very much worthwhile. I wish to thank you most sincerely for your contribution.

I talked with my class in order to get some idea of how worthwhile they thought the evening to have been. All agreed it was very valuable and that they had learned a good deal. Most felt it was unwise to devote three hours to it and suggested that a shorter period of class time would be better.

Because the class heartily recommended that my curriculum class this summer enjoy the same learning opportunity, I am, at this time, inviting you once again to make your way over to the Purdue-Calumet Campus to present your materials. I hope that this meets with your approval.

Looking ahead to this summer, my class will meet Monday, Wednesday, and Thursday nights from 8:00-10:00 P.M. Just to pick a date out of the hat, could we consider the evening of Wednesday, July 16, 1975 as the target date?

May I hear from you at your earliest convenience as I am already drawing up a calendar for various activities for my summer class. If you would care to call me at any time on SUVON, my extension number is 346.

Sincerely,

Chas W Miller

Charles W. Miller
Associate Professor
Education Department

CWM/jeh

PROJECT HEAD START
SOUTH BEND COMMUNITY SCHOOL CORPORATION
635 SOUTH MAIN STREET • SOUTH BEND, INDIANA 46623 • (219) 287-6573

March 24, 1975

Mr. Paul Elliott
Career Resource Center
Indiana University South Bend
1205 S. Greenwood Avenue
South Bend, Indiana 46615

Dear Paul,

Thank you very much for bringing the Career Resource Mobil Unit to Purdue University - Calumet Campus on Monday March 17, 1975.

Thank you, too, for giving the mini-workshop on Career Education. The students were able to get a "birds eye view" of what it's all about and to see what materials are available to them. Two and one-half hours is too short a span of time to adequately explain Career Education. But I think it stimulated their thinking and I hope it will inspire them to seek more information.

The drive to Hammond was so pleasant in the "impregnable bullet" with Carolyn and you. I wish I could travel that way every time!

Please thank Carolyn for me too.

Sincerely yours,

Martha Erickson

(Mrs.) Martha A. Erickson, RD

MAE/cec

[illegible]N SLIKKERS
[illegible]ondary Director &
Principal, High School

HOWARD JESSUP
Assistant Principal, High School

JERRY DALMAN
Principal, Junior High School

HAROLD GAARDE, Ed. D.
Superintendent

E. F. GRUNST
Administrative Assistant

ROBERT GABEL
Director
Community Recreation & Education

G. MAURICE CARROLL
Director, Elementary Grades

MARY WIACEK
Principal, Central School

EDWARD BOCOCK
Principal, Lincoln School

SOUTH HAVEN PUBLIC SCHOOLS

SOUTH HAVEN, MICHIGAN 49090
Tel: 616 637-5181

March 14, 1975

Mr. Paul Elliott
Indiana Career Resource Center
1201-09 S. Greenlawn Avenue
South Bend, Indiana 46615

Dear Mr. Elliott:

This letter serves to express our appreciation to you and Mr. Smith for the fine job you did last week in the demonstration of career education materials and in the presentation to the staff.

Your willingness to share your materials and expertise with with us was noteworthy, and I only wish it had been possible for Mr. Smith to have more time for his talk.

Enclosed is a clipping from our local newspaper; also the evaluation sheets requested by Mr. Smith.

Once again, our thanks, and hope we can utilize your advice and services in the future.

Sincerely,

Maurice Carroll

Maurice Carroll
Director of Elementary Grades

c.c. Paul Smith
Gerald Dudley

NILES COMMUNITY SCHOOLS
NILES, MICHIGAN 49120

March 13, 1975

Mr. Paul G. Elliott
Career Education Consultant
Indiana University, South Bend
South Bend, IN 46615

Dear Mr. Elliott:

Thank you for your efforts on behalf of the career education workshop last Tuesday.

The results of the evaluations are most encouraging. Most of our staff felt this type of inservices is very worthwhile. Many gave us good suggestions for implementing further workshops in the area of career education.

Sincerely,

Frank V. Nowak

Frank V. Nowak
Director
Elementary Education

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219—237-4339

February 12, 1975

Mr. Paul Elliot
Career Education Consultant
Career Resource Center
Greenlawn Avenue
South Bend, IN

Dear Mr. Elliot:

I would like to take this opportunity to thank you for sharing your knowledge and experience with my Indiana University at South Bend class. The students in the class were unanimous in their praise for both you and the opinions and ideas expressed during your talk.

I personally appreciate you taking time to enrich our student's university experience as I know the many time demands that are placed upon you.

Thank you again for your participation and your continuing efforts and interests in the field. If I can ever be of any assistance to you please let me know.

Sincerely,

Curtis L. Leggett, Ph.D.
Assistant Professor of Education

CLL:cw

February 11, 1975

Dear Paul,

Thanks for coming Sunday evening and presenting such an interesting program for our youth Fellowships. They enjoyed it and said they had a great time! Thanks again,

Ann Hughes, First Pres

Indiana University Alumni Association
AREA CODE 219—282-2341

1825 NORTHSIDE BOULEVARD / SOUTH BEND, INDIANA 46615

February 11, 1975

Mr. Paul Smith
Career Consultant
Career Resource Center
1825 Northside Boulevard
South Bend, Indiana 46615

Dear Mr. Smith:

We would like to express to you our sincere appreciation for your participation in our First Annual Education Alumni Day. Without the help of individuals like yourself, we could not have had the quality program that we did have. It has been our pleasure in working with you to make this first try a successful one.

Programs such as these help both the Alumni Association and the IUSB Division of Education to grow and meet the needs of the citizens of the State of Indiana.

Again let us thank you for all your time, effort and cooperation that you have given us.

Sincerely,

Peter Yoder

Mr. Peter W. Yoder
Director of Alumni Relations
South Bend and Northwest

Floyd

Dr. Floyd D. Urbach
Acting Chairman
Division of Education IUSB

PWY/FDU:ab

Winner of two national Alumni Administration awards for comprehensive excellence in alumni programming

JANE HORTON BALL SCHOOL
13313 PARRISH STREET, CEDAR LAKE, INDIANA 46303
PHONE: 219-374-5472

January 9, 1975

Ms. Kim Powers
Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 64615

Dear Ms. Powers:

We at Jane Ball Elementary School in Cedar Lake, Indiana, would like to thank you for the very nice In-Service Program you presented us with on January 7, 1975. We are beginning to become very interested in Career Education and your knowledge helped us a great deal. We will need to set down with our faculty and analyse exactly what we wish to do in this area. Your presentation has given us an advanced knowledge of the procedure we will need to follow in order to accomplish our meeting the needs of our students.

With the information presented to us on Career Education, I am sure we will be able to plan out a most suitable program. Thank you very much for the kind of special information provided our entire teaching staff.

Respectfully,

Donald L. Moke
Principal

DLM:y

PURDUE UNIVERSITY
SCHOOL OF HUMANITIES, SOCIAL SCIENCE AND EDUCATION
WEST LAFAYETTE, INDIANA 47907

OFFICE OF THE DEAN

December 17, 1974

Mr. Paul Smith Jr.
Indiana Career Resource Center
1205-09 S. Greenlawn
South Bend, IN 46615

Dear Mr. Smith:

Those of us in the Humanities Counseling Office who met with you in the "career van" wish to thank you for your visit. We ten or eleven staff members particularly enjoyed poring over the materials and devices contained in the van, and hearing your mini presentation on career education. Your enthusiasm is contagious!

During this hectic holiday time, we are in the "holding pattern" with our focus on careers in Humanities Counseling. We are simply concluding our career counseling groups, and are in the process of evaluating student perceptions of their group experiences.

Thank you, again, Mr. Smith, for visiting us here at Purdue and we will keep you informed of ways in which we carry through with our concern for Humanities students and their preparation for the work world.

Sincerely,

Karen Whitney

Karen Whitney
Counselor and Academic Advisor

clb

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION
TEL. NO. 219—282-2

November 21, 1974

Mr. Paul Smith
Indiana Career Resource Center
1201 Greenlawn Avenue
South Bend, Indiana

Dear Paul,

Just a quick note to thank you for your excellent presentation on career education to members of my Secondary School Curriculum class. Your enthusiasm for your work and the importance of the issues you raised made a very stimulating session.

I hope that you will be willing to provide information on career education to other sections of the course in later semesters. I would like for career education to become an integral part of the course.

Sincerely,

Jim

L. James Walter, Director
Secondary Program

LJW:br

CURTIS W. SANDERSON, Director

HANCOCK - HENRY COUNTY COMMUNITY ACTION PROGRAM

1126½ Race Street ● NEW CASTLE, INDIANA 47362 ● Phone 529-4403
FIELD OFFICE: GREENFIELD, INDIANA

November 19, 1974

Mr. Smith
Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Mr. Smith:

We would like to thank you for your time and consideration extended to us on our visit November 8.

We appreciated all information given and received, and hope to implement various career development techniques and materials within our own program.

Thank you again.

Sincerely,

Annabea McKinley

Annabea McKinley
Vocational Counselor

dnb

A LOCALLY GOVERNED PRIVATE NON-PROFIT AGENCY
Incorporated in the State of Indiana, Dec. 8, 1965

Nancy Schutz, Librarian
Manchester High School
Telephone 982-2196
OFFICE OF THE PRINCIPAL West Ninth Street NORTH MANCHESTER, IND. 46962

October 31, 1974

Dr. Gerald Dudly, Director
Indiana Career Resource Center
1205-09 Greenlawn
South Bend, In. 46615

Dr. Dudly,

I would like to express my appreciation to Jim Meuninck and Paul Smith who appeared at the Indiana School Librarian Association Area V fall meeting in North Manchester, October 16, 1974. Both gentlemen did an excellent job and I know many librarians were excited and inspired by their presentation. Hopefully, the Center gained as much from meeting with our group as we gained from the program.

Please give my best regards to Jim and Paul, and thank them for the fine job they did.

Sincerely,
Nancy Schutz
Nancy Schutz
Librarian

EACC
ELKHART AREA CAREER CENTER
(Division of Elkhart Community Schools)
2424 California Road, Elkhart, Indiana 46514
(219) 264-0771

K. Powers ✓ -
[illegible] -
GJD -

October 22, 1974

Dr. Gerald Dudley and Staff
Indiana Career Resource Center
1205-09 Greenlawn Ave.
South Bend, Indiana

Dear Gerald and Staff,

Thank you so very much for your tremendous help in our recent workshop. Many favorable comments were made on the organization and the activities. The teachers left with some good feelings about career education and some concrete ideas of how to integrate it into the classroom.

Your continued support and active participation in our program has been greatly appreciated.

Sincerely,

Carol Wiegner
Ted Jackson
P. J. Morrison

THE INDIANA ASSOCIATION OF
JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS
1100 West 42nd Street (317) 924-0685 Indianapolis, Indiana 46208

October 14, 1974

Mr. Paul Smith
IND. CAREER RESOURCE CENTER
1205 South Greenlawn Street
South Bend, Indiana 46615

Dear Mr. Smith:

The IAJSHSP is very appreciative of the part you played in what has been referred to as one of our most successful curriculum conferences. It is my opinion and that of the Curriculum Committee that sessions such as yours with your expertise as well as your ability to facilitate did much to promote the above mentioned success. It is only through the willingness such as yours that this association is able to continue to provide leadership for our Indiana schools.

Again, a most sincere "Thank You" for your contribution!

Sincerely,

Russ

Russell L. Abel
Executive Secretary

RLA:ms

171

President
JOHN O. REED
MSD Decatur Twp. Schools
7523 Mooresville Rd.
West Newton, Indiana 46183

Vice President
MAX F. SPAULDING
Clarksville Middle School
101 Ettels Lane
Clarksville, Indiana 47130

Treasurer
KENNETH SMARTZ
Indianapolis Public Schools
120 East Walnut Street
Indianapolis, Indiana 46204

Executive Secretary
RUSSELL ABEL
IAJSHSP
1100 West 42nd Street
Indianapolis, Indiana 46208

Member of The Indiana Council of Educational Administrative Associations

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1974

Mr. Paul L. Smith, Jr.
Career Education Consultant
Indiana Career Resource Center
1205-09 S. Greenlawn
South Bend, Indiana 46615

Dear Paul:

Thanks much for your note of August 29, 1974 and the carbon of the letter from Senator Birch Bayh that you enclosed. I'm sure our letters have crossed in the mail, because i wrote you and Kim not very long ago. That doesn't make any difference. It gives me one more opportunity to again thank you for all of the trouble that you and Kim went to to bring your display to us. People are still talking about it around here. I hope that we can repay you sometime through doing something for you in Indiana.

Sincerely,

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and
Adult Education

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

PUBLIC AND ENVIRONMENTAL AFFAIRS PROGRAM
TEL. NO. 219—282-2341

September 20, 1974

Dear Friend of the Older Adult: Paul

A thank you is very much in order! I so appreciated your attendance and participation in the "Brain Storm" session for the Title I project, "System of Health Care Delivery to the Older Adult".

Your interest and input are essential for this program to become an effective community service. Our workshop session was extremely thought provoking. From the many agencies represented, and, consequently, from the many ideas brought before the group, we can now direct our thoughts more specifically in terms of organizing and establishing needs priorities for educational programs for service personnel, as well as for older adults.

We will continue a working relationship with you. Information regarding the developments in this project will be forwarded to you in the very near future.

Thank you again.

Sincerely,

Becky Bodine

Becky Bodine
Title I
Project Coordinator

BB:pc

Please forward to:
Jim Meuninck
Kim Powers

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Phone (614) 486-3655

THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

September 19, 1974

Dr. Gerald O. Dudley
Director
Indiana Career Resource Center
1205-09 South Greenlawn
South Bend, IN 46615

Dear Dr. Dudley:

Thank you for your reply to my request for information concerning career education efforts in Indiana. Your suggestion of Dr. Ruff as a contact person at Indiana University-South Bend Division of Education and your enclosed flyer are greatly appreciated.

Sincerely,

Lorella A. McKinney

Lorella A. McKinney
Project Director

LAM/kb

9/12/74

JAMES O. EASTLAND, MISS., CHAIRMAN
JOHN L. MCCLELLAN, ARK.
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CHARLES MCC. MATHIAS, JR., MD.
EDWARD J. GURNEY, FLA.

PETER M. STOCKETT
CHIEF COUNSEL AND STAFF DIRECTOR

United States Senate
COMMITTEE ON THE JUDICIARY
WASHINGTON, D.C. 20510

September 10, 1974

Dr. Gerald Dudley, Director
Indiana Career Research Center
1205-09 S. Greenlawn
South Bend, Indiana 46615

Dear Dr. Dudley:

I recently had the opportunity to visit your Mobile Training Unit and see the project materials being used in Career Education curriculum in Indiana schools. You are doing remarkable work in an exciting program, and it is good to see the needs of so many Hoosiers being met. I recognize the need for adequate funding for Career Education and will make every effort to see that these needs are met. It is imperative that this program be allowed to continue.

Kim Powers and Paul Smith are fine representatives for the Career Resource Center. It was a pleasure to talk with them.

If I can be of further assistance to you in this or any other matter, please don't hesitate to let me know.

Sincerely,

Birch Bayh

Birch Bayh
United States Senator

Joyce

September 6, 1974

Dr. Gerald Dudley
Indiana Career Resource Center
1205 S. Greenlawn Ave.
South Bend, Indiana 46615

Dear Dr, Dudley,

I just want to thank you and your staff again for the courtesy you extended to me when I visited your Center on September 3, 1974. You were all most generous with your time and your facilities. Your experience and expertise in developing your Resource Guide will prove valuable to me as I am developing our own Guide for the State of Michigan. If I run into difficulty, I may have to call you again.

I hope the final stages for the printing of your Guide will go well, and I will look forward to receiving a copy. When we have our Guide printed and disseminated in the summer of 1975, we shall send you a copy for your file.

Thanks again.

Sincerely yours,

Bonnie

Bonnie Giffin,
Project Coordinator
Career Education Resource Guide
4400 Mandalay
Royal Oak, Michigan 48073

BG:ss

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

PUBLIC AND ENVIRONMENTAL AFFAIRS PROGRAM
TEL. NO. 219—282-2341

September 5, 1974

Mr. Paul Smith
IUSB Career Resource Center
1201 Greenlawn Avenue
South Bend, IN 46615

Dear Mr. Smith:

I want to take this opportunity to thank you for sharing some time in your schedule with me.

Your interest expressed in the System of Health Care Delivery to the Elderly project under the direction of the School of Public and Environmental Affairs at Indiana University at South Bend, is most gratifying.

I hope to have a continued informative and working relationship with you to implement this educational program.

Sincerely,

Becky Bodine

Becky Bodine
Coordinator
Title I Project

BB:pc

— And thanks for referring John Everitt to me.

Becky B

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

RICHARD M. CLOWES, *Superintendent*

September 5, 1974

Dr. Gerald Dudley, Director
Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Dr. Dudley:

In a communication on a related matter to Dr. Kenneth Hoyt, Associate Commissioner, Office of Career Education, United States Office of Education, I asked if he could recommend half a dozen to ten of the best career guidance centers of which he was aware in the United States. Your center was one suggested by him.

As the Office of the Los Angeles County Superintendent of Schools is attempting to give some leadership to school districts in the area of career guidance programs and centers, I am looking for descriptive materials, either written or in the form of slides, filmstrips, etc., on the operation of career centers and the materials used which we could use for inservice programs for district personnel in establishing first-rate career guidance centers and programs. I am particularly interested in how the students avail themselves of the services of the career center. In Los Angeles County, some students are brought in by subject matter teachers for seminars on subject related occupations. Other centers are used by the regular school counselors, and still others are under the direction of the vocational education director.

Any help you can be to us will be greatly appreciated.

Sincerely,

Kenneth P. Blanche

Kenneth P. Blanche, Consultant
Division of Program Evaluation,
Research, and Pupil Services

mh

LOS ANGELES COUNTY EDUCATION CENTER • (213) 922-6111
9300 EAST IMPERIAL HIGHWAY • DOWNEY, CALIFORNIA 90242

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 3, 1974

Ms. Kim Powers
Mr. Paul L. Smith, Jr.
Career Education Consultants
Indiana Career Resource Center
1205-09 S. Greenlawn Ave.
South Bend, Indiana 46615

Dear Paul and Kim:

Please forgive my delay in writing to express my thanks to both of you. Things have been more than slightly hectic since your visit here, and I simply have not found the time to write. My lateness in no way is an expression of any kind of lack of appreciation for your efforts. Rather, it is simply my own inefficiency.

Obviously, since you were both here, I do not need to tell you that the Indiana Career Resource Center Mobile Van was tremendously well received here in Washington. Our records indicate that more visitors actually inspected the materials in your van than expressed specific interest in any of the other career education materials included in the USOE display. I, too, was impressed with the contents of your van. The fact that, almost without exception, the materials you had on display were ones "homemade" by classroom teachers is, in my opinion, the very best illustration you could have of the career education concept. There is no doubt in my mind but that these materials will be extremely useful as "starter ideas" for other teachers throughout the State who express some interest in career education.

Impressive as the materials were, you two, as individuals, were even more impressive to me than your van with all its contents. Your obvious enthusiasm for the career education concept was refreshing and rewarding for me to see - especially on the day of the Senator's visit when most of my time was being devoted to answering some of our "enemies". If I could have talked all the top decision makers in HEW into visiting both of you and your display, I have a feeling that the combination would have been most positive and helpful. I especially appreciated the courteous and unhurried manner in which you greeted visitors to the van and your thoughtfulness in responding to their questions. You did a very great deal for career education's "public relations" image among some important people in OE.

SOUTH BEND COMMUNITY SCHOOL CORPORATION

WASHINGTON HIGH SCHOOL
4747 WEST WASHINGTON STREET • SOUTH BEND, INDIANA 46619

Office of the Principal

ps ✓
KP ✓
CAO

August 29, 1974

Mr. Paul Elliott
Career Resource Center
Indiana University, South Bend Campus
South Bend, Indiana

Re: Special Bell Telephone Hook-up

Dear Mr. Elliott:

Washington High School, located on the west side of South Bend, Indiana serves approximately 1650 students in grades 9-12. In the spring of 1974, the school was approached by Mr. James Meuninck and provided with details concerning special utilization of a two-way telephone hook-up allowing for conversation between students in the class and a pre-arranged resource person. The administration agreed to approach various departments within the school to determine if this project might have usefulness as a teaching tool. It was finally decided that we would use one of our social studies classes called "Man and His Environment," an ecology class, and a physics class. We also asked students within these classes to supply us with the names of resource people that they would like to engage in conversation. The students also developed questions that they might ask these people. This information was then relayed to Mr. Meuninck, and preparations were made by the university to acquire resource people who would participate in this project. Eventually Mr. Meuninck was able to get a commitment from Congressman John Brademas to discuss environmental concerns with the students, and from Dr. James Piowaty, a physics instructor at Indiana University, South Bend, who was to answer questions concerning the physical sciences.

At a pre-designated date and time students were then given the opportunity to dial and talk directly with authorities in each of these two fields. It was very obvious that both the students and their teachers were very excited to be given this opportunity. For approximately one half hour each class participated in discussions with these two individuals. This kind of direct relationship with the resource proved to be not only an exciting experience, but also a memorable learning experience.

It is the hope of the Washington High School students and staff that the university will supply our school with the special equipment necessary for this resource teaching tool on a permanent basis. We would plan to use the hook-up in classrooms situated around the building and also in our career resource material center.

Sincerely,

Bob

Robert Million, Principal

RM:pc

bishop dwenger high school

August 29, 1974

Paul G. Elliott
Indiana Career Resource Center
1209 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Paul:

Thank you for your note and brief description of the prospectus you planned for Bishop Dwenger High School.

We have a faculty meeting scheduled next week, so we plan to present it to the teachers at that time. After getting their comments we will let you know more about arrangements for the presentation.

Cathy and I enjoyed our time at the Career Resource Center and appreciate all your efforts on our behalf.

Sincerely,

J. Phillip Suehr, O.S.C.

800 EAST WASHINGTON CENTER ROAD • TEL. 483-1108 • FORT WAYNE, INDIANA 46825

JAMES O. EASTLAND, MISS., CHAIRMAN

JOHN L. MCCLELLAN, ARK.
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PHILIP A. HART, MICH.
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BIRCH BAYH, IND.
QUENTIN N. BURDICK, N. DAK.
ROBERT C. BYRD, W. VA.
JOHN V. TUNNEY, CALIF.

ROMAN L. HRUSKA, NEBR.
HIRAM L. FONG, HAWAII
HUGH SCOTT, PA.
STROM THURMOND, S.C.
MARLOW W. COOK, KY.
CHARLES MCC. MATHIAS, JR., MD.
EDWARD J. GURNEY, FLA.

PETER M. STOCKETT
CHIEF COUNSEL AND STAFF DIRECTOR

United States Senate
COMMITTEE ON THE JUDICIARY
WASHINGTON, D.C. 20510

August 26, 1974

Dr. Gerald Dudley, Director
Indiana Career Research Center
1205-09 S. Greenlawn
South Bend, Indiana 46615

Dear Dr. Dudley:

Last Thursday I had the opportunity to visit your Mobile Training Unit and see the project materials being used in Career Education curriculum in Indiana schools. You are doing remarkable work in an exciting program, and it is good to see the needs of so many Hoosiers being met. I recognize the need for adequate funding for Career Education and will make every effort to see that these needs are met. It is imperative that this program be allowed to continue.

Kim Powers and Paul Smith are fine representatives for the Career Resource Center. It was a pleasure to talk with them.

If I can be of further assistance to you in this or any other matter, please don't hesitate to let me know.

Sincerely,

Birch Bayh

Birch Bayh
United States Senator

VANCE HARTKE
INDIANA
STATE OFFICES
447 FEDERAL BUILDING
INDIANAPOLIS, INDIANA 46204
(317)-633-7066
407 FEDERAL BUILDING
HAMMOND, INDIANA 46320
(219-932-5500)

United States Senate
WASHINGTON, D.C. 20510

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  FOREIGN COMMERCE AND TOURISM
FINANCE
SPECIAL COMMITTEE ON AGING
JOINT COMMITTEE ON REDUCTION OF FEDERAL EXPENDITURES

August 22, 1974

Gerald O. Dudley, Ph.D.
Indiana Career Resource Center
1205 S. Greenlawn
South Bend, Indiana 46615

Dear Dr. Dudley:

Thank you for taking the time to write to give me the benefit of your personal comments and advice.

I share your views and will reflect them as the Senate debates and votes on this particular issue.

I am glad that we are in agreement and hope you will continue to convey your thoughts to me.

Sincerely,

Vance Hartke

Vance Hartke
United States Senator

Dear Paul —

Thank you very much for taking the time to show me around the Resource Center & the mobile unit. It was a very rewarding and interesting experience — and what fun it was to get to know you. I hope our paths might cross again

Sincerely,

Patti

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Counseling and
Student Personnel Psychology
139 Burton Hall
Minneapolis, Minnesota 55455

August 6, 1974

Mr. Gerald O. Dudley, Director
Indiana Career Resource Center
120509 South Green Lawn
South Bend, Indiana 46615

Dear Gerry:

It was good talking to you in New Orleans. I am pleased that I am on your mailing list and will look forward to receiving not only back issues of your newsletter but the new ones that are coming out. I am sorry that I have not yet had a chance to listen to the cassette but hope to do so shortly. Thank you for sending me these materials and do keep in touch. I am especially interested in the whole career resource center movement and as a vehicle for career development implementation and am especially interested in keeping in touch with what you are doing.

Best regards,

Sunny

L. Sunny Hansen
Professor and Chairperson
Steering Committee, Counseling and
Student Personnel Psychology

LSH: jd

8-5-74

Dear Dr. Dudley,

Our career theory class turned in our career projects to Dr. Isaacson last week. Several people in the class have told me they found helpful information in the career mobile unit. Everyone was interested in learning about the So. Bend Center and the mobile unit.

We were happy to have Mr. Smith in our class. Dr. Isaacson has referred to his presentation for examples several times since then.

Thank you for all the help you gave us. I appreciate your willingness to send the unit to Purdue on such short notice.

Sincerely
Nancy Dodds

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

OFFICE OF SCHOOL INDUSTRY PROGRAMS

Norman T. Halls
Coordinator

Central Office
195 State Street
01103

July 31, 1974

Dr. Gerald Dudley
Career Resource Center
1205-9 South Greenlawn
South Bend, Indiana 46615

Dear Gerry:

This is just to thank you for your material. I will review the material you gave me and hope that we can find ways of working in mutually satisfactory programs for the benefit of the Youths in Indiana, and Massachusetts.

Sincerely,

Norm

Norman T. Halls
School-Industry Coordinator

NTH:pam

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219—282-234

July 5, 1974

Dr. Gerald Dudley
Director of Indiana Career Resource Center
1209 Greenlawn Avenue
South Bend, Indiana 46615

Dear Gerald:

For the past two years students in my classes have taken tours of the Indiana Career Resource Center. These tours have been arranged and conducted by Ms. Carol Berry. I would like to reinforce your already high regard for the fine work she is doing for the Center. Each time the students have come back to class excited about the materials and services available through the Center but they never fail to comment on Ms. Berry's enthusiasm and committment to career education. They appreciate the clarity of her presentation; she is genuinely interested in and seems to be able to help each of the unique individuals who make up these classes.

It should be noted also that these tours have always been at hours which could be considered inconvenient but Carol has never been hesitant in her willingness to be available. Moreover, all that Carol is and does seems to be representative of the entire Career Resource team. I appreciate everything you are doing to enhance teaching/learning at Indiana University at South Bend.

Sincerely,

Judith A. Redwine

Judith A. Redwine
Assistant Professor of Education

JAR:br

The Metropolitan School District of Wayne Township, Marion County

DR. SIDNEY SPENCER
SUPERINTENDENT

Administrative Offices
1220 South High School Road
Indianapolis, Indiana 46241
Telephone: 244-2478

July 5, 1974

Dr. Gerald Dudley
Director Vocational Education Division
Indiana Career Resource Center
1205-09 S. Greenlawn Avenue
South Bend, IN 46615

This is a note of appreciation on behalf of Mr. Paul Smith who conducted a career in service program for me recently.

Mr. Smith is an excellent representative for your division. His enthusasium and involvment in his work is contagious and his approach is stimulating.

I was very pleased that your department consented to render this requested service and certainly appreciate the manner in which the program was conducted.

Yours truly,

Harold Graham

Harold Graham
Elementary Coordinator

HG/ss

SOUTHEASTERN INDIANA VOCATIONAL SCHOOL

VERSAILLES, INDIANA 47042
AREA CODE 812-689-5253

June 4, 1974

Dr. Gerald Dudley, Director
Indiana Career Resource Center
Indiana University - South Bend
South Bend, IN 46600

Route # 2
Holton Indiana

Dear Dr. Dudley:

I have just completed reading an article on the Career Resource Center in a recent issue of the Hoosier Schoolmaster. It occurred to me that teachers in Southeastern Indiana would benefit from the information that can be made available through the mobile unit. Is it possible that the unit can be brought as far away as Versailles for a day long in-service program for teachers?

I am the principal of the Southeastern Indiana Vocational School at Versailles. One of the continuing challenges we face is to keep area teachers aware of the relationship between schools and careers and more specifically, the role vocational education has in preparing people for careers. I believe exposure to your program would be a valuable experience to teachers in this area and it may well cause them to gain a new perspective on vocational education.

Schools in this area will be closed on October 24 and 25 next Fall for professional days. Many teachers in this area are interested in participating in a professional activity close to home. If it is possible for the mobile unit to be brought to Versailles, October 24 would be a good day for us to get a good number of teachers involved.

Please let me know what the possibilities are for coming to Versailles on October 24.

Sincerely yours,

James Dent
James Dent
Principal

JD:dh

P.S. I enjoyed the article and I believe you and your staff should be commended for providing a much needed service.

TRAINING TODAY'S YOUTH FOR TOMORROW'S JOBS

KP ✓ PS ✓ JJG

Career Staff
Kim, Paul, + Paul—

Thanks again. I felt the day went quite well. I've had some good feed-back. Some have not communicated at all. I guess I feel that if we motivated some to try something this year it was worthwhile. That I'll be able to evaluate better as I see them using material and expressing things they are doing.

Several have shown more interest in the Duso Kits since they saw them on the unit, however, I've had them here for several years. I use them in the rooms but teachers have been reluctant to do it themselves on a continuing basis.

Thanks
Betty

STATE of INDIANA
Dr. Harold H Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

1816

INDIANAPOLIS 46204

Northern Regional Center
Department of Public Instruction
635 South Main Street
South Bend, Indiana 46623
Phone: 219-289-7904
Alfred Speck, Director

June 16, 1975

Roger Penrose
Graphic Arts Consultant
Indiana Career Resource Center
1209 South Greenlawn Avenue
South Bend, IN 46613

Dear Roger:

The State Placement Conference program you helped Dick Wysong put together was excellent and certainly exemplifies the image we like to project from the Northern Regional Service Center

Many thanks for your assistance.

Sincerely,

Speck

Alfred E. Speck, Director
Northern Regional Service Center

AES:mjb

cc: Dr. Gerald Dudley

STATE of INDIANA

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

1816

INDIANAPOLIS 46204

Northern Regional Center
Department of Public Instruction
635 South Main Street
South Bend, Indiana 46623
Phone: 219-289-7904
Alfred Speck, Director

June 16, 1975

Roger Penrose
Graphic Arts Consultant
Indiana Career Resource Center
1209 South Greenlawn Avenue
South Bend, IN 46613

Dear Roger:

Many thanks for the excellent technical assistance and super help in putting together the program for our State Conference on Placement.

I am extremely pleased with the results of the program, and even more pleased with the great cooperation you gave me. You're a pleasure to work with!

Thanks again,

Dick

Richard M. Wysong
Federal Projects Coordinator

RMW:mjb

cc: Dr. Gerald Dudley

Polk-Lincoln-Johnson School Corporation
Urey Middle School
406 Adams Street
Walkerton, Indiana 46574

Phone 586-3184
Area Code 219

August 29 1974

Ms. Kim Powers & Mr. Paul Elliot
Indiana Career Resource Center
1205-09 South Greeenlawn
South Bend, Indiana 46615

Dear Kim and Paul:

On behalf of elementary and middle school teachers of the Polk-Lincoln-Johnson School Corporation, we would like to express our appreciation for the outstanding program you presented to us. We feel that it was well-received by the teachers and instilled a genuine awareness within them for the need for career education in the school curriculum. We hope to put to use your materials.

Please find enclosed the article which was printed in the Walkerton Independent News CONcerning the program.

Looking forward to working with you and your facilities in the coming year.

Sincerely,

Richard Kickbush
Principal, Urey Middle School

Jerome V. Fleischer
Jerome Fleischer
Guidance Counselor, Urey Middle School

Porter County Career Education
507 CAMPBELL STREET
VALPARAISO, INDIANA 46383
Phone (219) 464-2415

MICHAEL T. VIETTI
Director

Participating Schools:
Porter County Schools
Duneland School Corp.
Portage Twp. Schools
Valparaiso Community Schools
Region "A"
Comprehensive Manpower Center
(219) 464-4861

July 7, 1975

Dr. Gerald Dudley
Indiana Career Resource Center
1205-09 S. Greenlawn Avenue
South Bend, IN 46615

Dear Dr. Dudley:

I wish to extend our sincere thanks for your staff presentation during our Porter County Career Guidance Workshop. From the reactions of the participants, we are planning to seek your assistance during this coming school year in the development of career programs involving the various schools, elementary through high school.

Enclosed please find the information on Career Clusters that Dr. Worthington presented and the evaluation forms completed by the participants.

Thank you for the excellent program.

Sincerely,

H. Stephen Hewlett

H. Stephen Hewlett
Career Consultant

HSH/df

Enclosures

Career Consultants:
H. Stephen Hewlett
(219) 464-2415
Jerry Hollenbaugh
(219) 762-6511 ext. 328

APPENDIX N

NEWSPAPER CLIPPINGS

Career Women 'Need Help'

By NANCY SULOK
Tribune Staff Writer

The community needs more than schools to assist in the career development of youths; it needs persons involved in business and industry, families and public service agencies, according to Dr. Gerald O. Dudley, director of the Indiana Career Resource Center.

He was one of several speakers this morning at a breakfast program titled "Women in Careers: Past, Present and Future." The event was held in conjunction with National Career Guidance Week that ends Saturday.

Women are conditioned almost from infancy to aspire for the role of mother and housewife, said Dr. Marcia Kimmel, assistant professor of education at Indiana University at South Bend. Acceptable jobs for women traditionally have been teachers, nurses and clerical personnel, she continued.

Leadership abilities and competitiveness are stressed for young boys, while girls are motivated to avoid success because a "husband, home and family are said to be necessary for a woman to fulfill herself," Dr. Kimmel said.

Service Trade Openings

Eli Miller, general manager of the South Bend-Mishawaka Area Chamber of Commerce, said there is a "tremendous opportunity for women locally" because the area is shifting from industrial to service businesses.

"Service trades are always looking for females," he added.

Girls and women need to be encouraged to finish their education in order to compete in the job market, according to Dr. Walt P. Risler, acting director of continuing education at IUSB. Continuing education today is concerned with meeting the needs of the mature woman, he said.

He admitted there are problems for the woman who returns to school after several years' absence to have and raise a child. A woman "is penalized" when she tries to return, he explained, and she has difficulty retrieving former college credits.

Opposite for Men

The opposite is true for men, he said. A man can leave school for several years to serve in the armed forces, and when he returns he not only receives all his old credits, but is given six additional credits for the time he served. Perhaps women should be given credit for their roles as wife and mother, Risler suggested.

Ms. Bonnie Hambright, public relations and field representative for the Indiana Employment Security Division, said great opportunities exist for women in industry, but education is needed. Girls traditionally have been advised not to take mathematics and science classes, but those are the classes needed to advance in industry, she said.

Ms. Hambright also said something needs to be done about changing job titles in industry to take out the word "man" in jobs that are being opened to women.

A Place in Politics

Women have a place in politics, stated Ms. Janice Patton, director of Human Relations and Fair Employment for South Bend. The women who already have governmental jobs are "just a drop in the bucket," she said, and male attitudes have to be changed to open more opportunities for higher jobs for women.

The 15 women in the audience agreed to form a task force on career development of girls and women in the South Bend-Mishawaka area. Problems facing girls and women in education and employment will be identified by the task force, and suggestions for improvement will be developed.

Dr. John Kromkowski, director of Human Resources and Economic Development for South Bend, pledged support for the task force and recommended that the task force make specific recommendations for action through the office of Ms. Patton.

Women's Career Center to Open

By NANCY SULOK
Tribune Staff Writer

A new service agency geared to helping women with job-related problems will open Monday at the YWCA, 802 N. Lafayette Blvd. The Women's Career Center, a non-profit volunteer organization, is prepared to assist women who want a job but need help in preparing for it, or who need to brush up on their job-seeking skills, or who need to determine if they really want to enter the job market. A grand opening celebration will be held from 1 to 5 p.m. Monday at the YWCA. The center will be open from 1 to 5 p.m. Mondays and 9 a.m. to 1 p.m. Wednesdays at the YWCA, and from 6 to 10 p.m. Tuesdays and Thursdays at the Indiana Career Resource Center, 1209 S. Greenlawn Ave.

Pat Barrett, board member, said the center is not an employment agency. It is a service agency set up to handle the special problems of working women, such as lack of self-confidence when seeking a job. Also, she continued, working mothers have problems that often are not considered by employment agencies, such as the need for affordable day care for their youngsters. Ms. Carolyn McGuire, another board member, said staff members at the Career Center not only can help women overcome some of their problems, but they can make referrals to other agencies that offer services not available at the Career Center.

Services for Women

"We offer services for women who are not exactly sure about what they want to do," explained Dr. Marcia Kimmel, president of the Women's Career Center.

Among the services offered, she said, are vocational testing, career counseling, support groups for women experiencing similar problems, and training to up-date job-seeking skills, such as interviewing and resume-writing.

"We are prepared to deal with women from all backgrounds, all races, all educational levels and all abilities," she added.

Women who seek assistance at the Career Center will not be forced into entering the job market, several of the board members emphasized. Intake personnel and counselors can help a woman to recognize all available alternatives in order to make up her own mind about her future plans.

Job Need Varies

For some women, employment is a necessity, but for others it is not, Ms. McGuire pointed out.

"We won't downgrade homemaking or community service as a career," added Ms. Margaret McCandless, board member.

Community service on a volunteer basis sometimes is invaluable for a woman, said Ms. Barrett. Some women who haved worked extensively as a volunteer may be unaware of how to list that experience on a resume when seeking a job, she said. The Women's Career Center can help women to evaluate skills to be listed on resumes, she said.

Some Women Feel Guilty

Also, she said, staff members at the center are prepared to help women entering the job market on a part-time or temporary basis either in a professional or non-professional field.

Dr. Kimmel said some women experience guilt feelings about working, even if employment is a necessity. There is always the question of whether the woman wouldn't rather be home with her children, she explained.

And the ultimate responsibility for taking the children to the dentist, keeping up with the housework and preparing the meals rests with the mother, even if she is working outside the home.

Women Help Others

Women with guilt feelings may be able to help each other in the support groups offered by the center, according to the board members.

Skill courses and support groups will start at the end of this month, said Ms. Barrett. Skill courses will include assertiveness training, job-getting skills and

Support tentatively problem solving groups will be geared to emotional problems related to employment or employment-seeking. The support groups will consist of women with similar problems who may be able to help each other by sharing their common experiences and telling how they solved their problems.

Staff Members Experienced

About 25 women will be serving in various capacities at the Women's Career Center, and everyone involved has at least a bachelor's degree according to Dr. Kimmel. Many of the women are in the process of working on their master's degrees.

Ms. Barrett stressed that the staff members themselves have experienced employment-related problems, and they have first-hand experience in dealing with such problems.

And, said Dr. Lillian Stanton, secretary, an important aspect of the center is that it is "women helping women."

Other officers of the center are Paula Auburn, treasurer; Laren O'Neil, vice-president, and Jill Soens, co-ordinator. Other board members are Lois Miller, Phyllis Ledoux and Sue Flower.

Career Center to Provide Job-Related Services for Women Seeking Work

By NANCY SULOK
Tribune Staff Writer

More women are entering the labor force today than ever before, and a new Women's Career Center will open Oct. 7 in an effort to establish employment-related services tailored to the special needs of women.

The center, an outgrowth of the Indiana Career Resource Center's task force on the career development for girls and women, will be open from 1 to 5 p.m. Mondays and 9 a.m. to 1 p.m. Wednesdays at the YWCA, 802 N. Lafayette Blvd. Additional hours will be 6 to 10 p.m. Tuesdays and Thursdays at the Indiana Career Resource Center, 1209 S. Greenlawn Ave.

Organizers of the center point to 1970 census figures which show that 39.1 per cent of the South Bend labor force was made up of women. Indications are that the percentage has increased during the last four years, they claim.

20% Married

According to the census figures, 46.3 per cent of the working women are single, divorced, separated or widowed women who are working out of necessity. National estimates say that another 20 per cent are married women who must supplement their husbands' incomes.

The Women's Career Center will consist of four basic service components — testing and evaluation, career planning, mini-skills courses and support groups. None of the components has eligibility requirements, but women must participate in an intake interview before being referred to one of the four areas.

Consultants presently are undergoing training in the areas of counseling skills, procedures, forms and supportive services.

Job Assessments

The training will enable the consultants to assess the needs of clients in order to obtain employment, plan a career or improve employment status. The consultant will assist the client with the establishment of reachable goals and with the development of an individualized plan and timetable for reaching the goals.

After participating in the intake interview, the client may enroll in one or more of the four components.

Professional counselors will administer tests in the testing and evaluation component in order to help the client to discover her abilities and job preferences. The philosophy of the testing is that it is a tool for self-discovery rather than a mandate to the client to override her stated insights, preferences or feelings.

The career planning component is the only one that offers assistance with career choices, training referrals and budgeting. It is designed for women in need of individual counseling in skills assessment, occupational alternatives, job identification, readiness and budgeting.

Meeting Each Week

Clients will be assigned to counselors, who will meet with them for an hour a week for four to eight weeks. Counselors will be equipped with a list of referral agencies which may benefit the clients.

Three weekly mini-skills courses will be offered every other month to provide workshops for the dissemination of information and the building of skills relating to the areas of job-getting, increasing self-confidence and decision making.

Support groups, limited to 10 members, will be offered every other month and run for eight weeks. Women in the groups will have an opportunity to share common personal problems that must be solved before career growth can be developed. Trained leaders, either professional or paraprofessional, will conduct the groups, although the sessions are not intended to provide in-depth psychological services.

Twenty-three women presently are enrolled in a training program for counselors, according to Ms. Jill Soens, coordinator of the center. She added that the counselors will have a master's degree in guidance and counseling or will be working on a master's degree.

Staff members will be required to participate in monthly meetings that will include in-service training, program evaluation and modification.

Women interested in scheduling an appointment at the Women's Career Center are asked to contact Ms. Soens at 272-9658. Fees for the components are $10 each, except for testing and evaluation, which costs $15.

Women enrolled in at least three components will be assessed a comprehensive service fee of $25.

Career Week Places Emphasis on Women

National Career Guidance Week begins today, and the local emphasis will be on "Women in Careers: Past, Present and Future."

The Indiana Career Resource Center, 1205-09 S. Greenlawn Ave., will sponsor a week-long workshop to highlight the various aspects of career guidance:

Dr Gerald O. Dudley, director of the Career Resource Center, said in a letter of explanation that it has "recently become clear that girls and women often must overcome stereotyped self-images, a lack of encouragement and limited opportunities in their attempts to find a rewarding place in the world of work."

The Career Resource Center, Dudley said, which serves as a liaison between schools, businesses and community members, has a special responsibility for the career development of women.

"We have decided that our project for National Career Guidance Week will be to identify and initiate a task force on the career development of girls and women in the South Bend-Mishawaka Area," Dudley said.

The purposes of the task force, he continued, will be to identify problem areas which may interfere with career development of girls and women locally, and to locate possible sources of mediation and present these to selected groups with suggestions for action.

Paul Smith and Mrs. Betty Morrison, both of the Career Resource Center, will meet Tuesday morning with women from various segments of the community to discuss the initiation of the Task Force.

Listed on the program of the breakfast meeting at the Royal Inn are Dr. John Kromkowski, director of Human Resources and Economic Development for South Bend; Dr. Marcia Kimmel, assistant professor of education at Indiana University at South Bend; Eli Miller, general manager of the South Bend-Mishawaka Area Chamber of Commerce; Dr. Walt P. Risler, acting director of Continuing Education at IUSB; Ms. Bonnie Hambright, placement representative for the Indiana Employment Security Division; Ms. Janice Patton, director of the Human Relations and Fair Employment Practices Commission, and Dr. Eldon E. Ruff, chairman of the Division of Education at IUSB.

Workshops throughout the week will be designed for student teachers, manpower personnel, faculty members and area high school guidance personnel.

Graduate students from IUSB's counseling and guidance program will serve as facilitators for a life planning program. Miss Kim Powers and Miss Carol Barry of the Career Resource Center will serve as workshop leaders.

Dr. G. O. Dudley To Join Panel On Career Plans

Dr. Gerald O. Dudley, consultant to the Indiana Career Resource Center, 1205-09 S. Greenlawn, will participate in a panel discussion concerning career education programs, Feb. 24 during the Midwest regional meeting of the College Entrance Examination Board (CEEB) in Chicago.

Dudley also an associate professor of education at Indiana University at South Bend (IUSB).

The center is one of 25 career education programs in the country to be included in a report on "Bringing Education and Work Closer Together."

Federal Funds Go To Career Center

The Indiana Career Resource Center, 1205-09 S. Greenlawn Ave., has received a federal grant of $125,000 to continue operations as a statewide project to develop career education and disseminate career guidance services and materials throughout Indiana.

The grant, the sixth consecutive one for the center, is distributed by the Vocational Education Division of the State Department of Public Instruction. Penn-Harris-Madison School Corp. serves as the fiscal agent for financing of the center.

The center provides in-service training throughout Indiana to teachers, counselors and superintendents in elementary, secondary and post secondary schools.

The first of its kind in the country, the center originated out of a concern for the lack of adequate career guidance for students who move directly from high school to work.

Its activities are co-ordinated by the division of education at Indiana University at South Bend.

Teachers' tools

Using puppets was part of a "career awareness" workshop conducted for teachers at Central Elementary School yesterday. New materials available for classroom use were discussed with representatives of the Indiana Career Resource Center, South Bend. Pictured with puppets are (from left) Barbara Meyer, Margaret Warren, Betty Turner, who organized the program, and Bill Wicke. — News-Dispatch photo, Jim Messina.

Educators Sketch Job Role Change

By GERALD LUTKUS

Tribune Staff Writer

The problems of changing attitudes about vocational education and men and women entering non-traditional jobs and job training programs were at the heart of the discussionTuesday night between three area educators and members of the South Bend Chapter of Woman's American Organization for Rehabilitation Through Training (ORT).

"Many of the guys and girls entering non-traditional classes usually last about two weeks because they can't stand the rattle," Richard Morrison, associate of the Elkhart Career Resource Center, said.

Morrison added that both student and teacher pressures usually caused the problems.

Dr. Marcia Kimmel, an Indiana University-South Bend (IUSB) professor active in the Women's Career Center, added that counselors in schools tend to give "equal flack" to both boys and girls who venture into non-traditional job roles.

Dr. Kimmel and Morrison were joined on the panel by Dr. Jerry Dudley, head of the Indiana Career Resource Center in South Bend.

All three offered short opening remarks with Dudley and Morrison speaking about the operations of their centers.

Morrison noted that his center works in cooperation with several school districts with the arrangement allowing students approximately half of their day working and learning at the center in courses ranging from radio-television broadcasting to computer programming to auto mechanics.

Dudley's center, on the other hand, works to help teachers become aware of career opportunities available to students so teachers can pass on the information, counseling and guidance to students.

Dr. Kimmel prefaced her remarks on the Women's Career Center by expressing her hope that career education soon will be taken over by the school systems, eliminating the need for such centers.

She explained that women don't only have to worry about what careers they will take after coming out of school, but likewise if they will resume careers later in life and whether they will change careers.

Some of the factors affecting that often are contingent on whom the woman marries. Dr. Kimmel said that any woman thinking of a career first must understand herself—what she wants in life, if she wants a family, how she will raise the family, if she will marry—and then pursue her career accordingly.

The center aids in scheduling assertiveness classes, life planning classes, conducting vocational tests and offering career planning help, she said.

The discussion opened up after the explanatory remarks and Dr. Kimmel, responding to a question, said that though there is a little change, most teachers still fail to make it clear to younger students that career opportunities are open to both boys and girls.

The talk of teachers and counselors prompted Dudley to note that throughout high school, students and parents are told that counselors will help the students make career choices, "discounting the teachers, administrators, parents and community." He added that students barely see counselors once a year.

Sam Wiersteiner, director of general and technical studies at IUSB, said that the training of women and the lack of knowledge of the opportunities causes women that he is in contact with to lack a risk-taking nature. "If we can get women to get confidence in themselves, take a chance," Wiersteiner said that then they could open up many new career opportunities.

ORT will present the movie "L'Chaim" at 8 p.m. Thursday at the South Bend Public Library as the second part of the celebration of ORT week.

WORLD OF WORK

The third year students at North Side School have been busy building with their workbench and tools. The idea for the workbench came out of a Career Unit, which was borrowed from the Career Resource Center at Indiana University, South Bend. Mr. Perkins built the workbench.

The students work in groups, plan a project and with the help of their teachers construct the item they want to build. They have built such things as a birdhouse, benches, and a table with wheels for use with the overhead projector.

The students also have been working on plumbing fixtures. After listening to a plumber who came and talked to the students, stations were set up to include plumbing fixtures with illustrated directions. The students assemble the plumbing fixtures; they are inspected by the principal or teachers; then they are able to use the fixture to run water from one sink to another; then they take them apart.

CAREER EDUCATION PROGRAM PLANNED FOR WALKERTON TEACHERS

As part of the pre-school orientation program, the Walkerton teachers will participate in a career education in-service program on Tuesday, August 27th, from 1:00 to 3:15 p.m., at Urey Middle School. The program, which will be conducted by Kim Pr[illegible]vers and Paul Elliott, of the Indiana Career Resource Center in South Bend, will be geared for the elementary and middle school teachers, but high school teachers are also welcome to attend. The agenda will include a tour of the "Career Center Mobile Unit" which will be set up in the Urey Middle School parking lot.

The purpose of the program is to make the teachers aware of the tremendous potential career and vocational education have in the school curriculum. There is a strong belief among educators today that all students are entitled to educational experiences that prepare them for economic independence, personal fulfillment and an appreciation for the dignity of work. Schools have a very important role to play in this career growth which should begin at an early age and continue throughout life. Career awareness programs within the school setting give children the experiences that will make them aware of themselves — their interests, abilities, attitudes and values — and the world of work.

The Indiana Career Resource

INDIANA UNIVERSITY at SOUTH BEND

UNIVERSITY RELATIONS
1825 Northside Boulevard
South Bend, Indiana 46615
Tel. No. 282-2341

September 4, 1974

For Release on Receipt

Five middle schools and high schools in St. Joseph County are taking part in a "career awareness" program designed by the Indiana Career Resource Center and funded by the South Bend-Mishawaka Area Chamber of Commerce.

The program is designed to build communication bridges between students and the working community. The participating schools are Washington High School, Clay Middle School, Young Middle School, Mishawaka High School and Penn High School.

The project is built around a conference telephone--a suitcase phone system with built-in microphones and loud speaker--which allows an entire class to call members of the area's business and industrial community to discuss job information, career opportunities, consumer information, and other areas which will help students to determine their career goals.

The telephone system will be used in conjunction with a "People in Careers Resource Directory" compiled by the Indiana Career Resource Center. The directory lists more than 300 men and women in business service organizations and industries who have volunteered to talk to young people about career fields.

The Chamber of Commerce is funding the program with a grant of $750. The Indiana Career Resource Center is responsible for implementation and evaluation of the pilot project.

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The Career Resource Center is located at 1205-09 S. Greenlawn Ave. Its activities are coordinated by the Indiana University at South Bend division of education.

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February 4, 1975

For Release on Receipt

The Indiana Career Resource Center is one of 25 career-education programs throughout the country that have been chosen to be included in a report on "bringing education and work closer together." The report is based on a study conducted by the College Entrance Examination Board and supported by the National Institute of Education.

The purpose of the study was to improve the transition from educat to work for students. The study acknowledges that a primary purpose of career education programs is closer involvement of the business, industrial and labor communities in the education process.

The Indiana Career Resource Center is located at 1205-09 S. Greenlawn Ave., near the campus of Indiana University at South Bend. The IUSB division of education coordinates its activities. It is funded through the State Department of Public Instruction, and the Penn-Harris-Madison School Corp. is fiscal agent for the project.

Dr. Gerald O. Dudley, IUSB associate professor and consultant to the Center, will participate in a panel discussion of career education programs at the Midwest Regional Meeting of the College Board in Chicago on Feb. 24.

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